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ABSTRACT

Seven home economics curriculum areas for grade 10 are presented in this guide, with each area consisting of one or more instructional units as follows: (1) Career Exploration (obtaining a job, progress on the job, business etiquette); (2) Child Development (guiding the preschool child, middle childhood); (3) Clothing and Textiles (labeling, textiles, buying ready-to-wear garments, garment construction); (4) Consumer Education (banking services, credit, buying practices); (5) Foods and Nutrition (meats identification, nutrition of meats, consumer buying of meats, inspection and grading, meat purchasing, meat preparation, yeast breads, pastry); (6) Housing and Home Furnishings (selection of housing and home furnishings, room arrangement); and (7) Personal and Family Relationships (introduction to adolescence, dating and mate selection). Each instructional unit includes behavioral objectives, suggested activities for teacher and students, information sheets (providing content essential for meeting the cognitive objectives of the unit), assignment sheets, visual aids, tests, and test answers. (BL)

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HOME ECONOMICS II

BASIC CORE
Tenth Grade

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For the Division of Vocational Home Economics Education
May Rollow, State Supervisor
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FOREWORD

This publication is designed to provide a basic core of instruction in home economics consumer and homemaking education at the Home Economics II level.

It includes basic knowledges and skills in the areas of Child Development, Clothing and Textiles, Consumer Education, Foods and Nutrition, Housing and Home Furnishings, Personal and Family Relationships, and Career Exploration needed for tenth grade home economics students. These build upon the basic materials included in the Home Economics I Curriculum.

The material in this publication is designed to cover only sixty percent of the class time. To cover the additional time in each area the individual instructor will need to supplement with materials which she feels necessary to meet the individual needs of students and community.

The purpose of the curriculum is to assist teachers in improving instruction in Vocational Home Economics II in Oklahoma. As teachers use these materials in the classroom, it is hoped that student performance will improve, that students will be better prepared to assume homemaking and family responsibilities, and that they will receive training in preparation for the dual role of homemaker and wage earner.

It is our belief that the teaching of Vocational Home Economics should become more effective with its use.

Francis T. Tuttle, State Director
State Department of Vocational and
Technical Education

May Rollow, State Supervisor
Home Economics Education

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PREFACE

In these changing times when more and more women are in the labor force, the function of secondary home economics must include more assistance to students in making important decisions and choices and help them to acquire competence and skills in human relations, choice making, and achieving one's goals. In order to do this, curriculum must be constantly revised and rewritten.

Much effort has been made to make this publication basic, readable, and useable. This publication does not cover every area of home economics training that the student needs, but it does provide the basics and the opportunity for a student to progress from one year's study to the next without a great deal of repetition.

Three vital parts of instruction, Motivating, Personalizing, and Localizing, are left to the individual instructors, and such instructors should capitalize on them; then and only then will this publication really become a vital part of the teaching-learning process. It is the responsibility of the instructor to supplement this publication with materials which she feels are necessary for the particular area of the state.

After using this publication, it is hoped that each teacher will realize the effectiveness of this approach to teaching which focuses all resource material toward a measurable outcome. The student should be able to perform at a higher level because both the student and the instructor know exactly where each is going.

Ann Benson
Home Economics Curriculum Specialist

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USE OF THIS PUBLICATION

Instructional Units

Home Economics II curriculum includes seven areas. Each area consists of one or more units of instruction. Each instructional unit includes behavioral objectives, suggested activities for teacher and students, information sheets, assignment sheets, job sheets, visual aids, tests, and answers to the test. Units are planned for more than one lesson or class period of instruction and are designed to account for sixty percent of an instructor's time in teaching vocational home economics. The remaining forty percent is left to the individual instructor according to the demands of her local community.

Careful study of each instructional unit by the teacher will help her determine:

A. The amount of material that can be covered in each class period.
B. The skills which must be demonstrated.
    1. Supplies needed
    2. Equipment needed
    3. Amount of practice needed
    4. Amount of class time needed for demonstrations
C. Supplementary materials such as pamphlets and filmstrips that must be ordered.
D. Resource people that must be contacted.

Objectives

Each unit of instruction is based on behavioral objectives. These objectives state the goals of the course thus providing a sense of direction and accomplishment for the student.

Behavioral objectives are stated in two forms: Terminal Objectives stating the subject matter to be covered in a unit of instruction; Specific Objectives stating the student performance necessary to reach the terminal objective.

Since the objectives of the unit provide direction for the teaching-learning process, it is important for the teacher and students to have a common understanding of the intent of the objectives. A limited number of performance terms have been used in the objectives for this curriculum to assist in promoting the effectiveness of the communication among all individuals using the materials.

Following is a list of performance terms and their synonyms which were used in this material:

Name
Label
List in writing
List orally
Letter
Record
Repeat
Give

Identify
Select
Mark
Point out
Pick out
Choose
Locate

Describe
Define
Discuss in writing
Discuss orally
Interpret
Tell how
Tell what
Explain

Order
Arrange
Sequence
List in order
Classify
Divide
Isolate
Sort

Distinguish
Discriminate

Construct
Draw
Make
Build
Design
Formulate
Reproduce
Transcribe
Reduce
Increase
Figure
Cost

Demonstrate
Show your work
Show procedure
Perform an experiment
Perform the steps
Operate
Remove
Replace
Turn off/on
(Dis) assemble
(Dis) connect

Reading of the objectives by the student should be followed by a class discussion to answer any questions concerning performance requirements for each instructional unit.

Teachers should feel free to add objectives which will fit the material to the needs of her students and community. When a teacher adds objectives, she should remember to supply the needed information, assignment and/or job sheets, and criterion tests.

Suggested Activities

Each unit of instruction has a Suggested Activities sheet outlining steps to follow in accomplishing specific objectives. The activities are listed according to whether they are the responsibility of the instructor or the student.

Instructor: Duties of the instructor will vary according to the particular unit; however, for best use of the material they should include the following: provide students with objective sheet, information sheet, assignment sheets, and job sheets; preview filmstrips, make transparencies, and arrange for resource materials and people; discuss terminal and specific objectives and information sheets; give test. Teachers are encouraged to use any additional instructional activities and teaching methods to aid students in accomplishing the objectives

Students: Student activities are listed which will help the student to achieve the objectives for the unit.

Information Sheets

Information sheets provide content essential for meeting the cognitive (knowledge) objectives of the unit. The teacher will find that information sheets serve as an excellent guide for presenting the background knowledges necessary to develop the skills specified in the terminal objective.

Students should read the information sheets before the information is discussed in class. Students may take additional notes on the information sheets.

Transparency Masters

Transparency masters provide information in a special way. The students may see as well as hear the material being presented, thus reinforcing the learning process. Transparencies may present new information or they may reinforce information presented in the information sheets. They are particularly effective for such activities as learning and locating the parts of a machine.

Transparencies should be made and placed in the notebook where they will be immediately available for use. Transparencies direct the class's attention to the topic of discussion. They should be left on the screen only when topics shown are under discussion. (NOTE: Stand away from the overhead projector when discussing transparency material. The noise of the projector may cause the teacher to speak too loudly.)

Job Sheets

Job sheets are an important segment of each unit. The instructor should be able to and in most situations should demonstrate the skills outlined in the job sheets. Procedures outlined in the job sheets give direction to the skill being taught and allow both student and teacher to check student progress toward the accomplishment of the skill. Job sheets provide a ready outline for a student to follow if he has missed a demonstration. Job sheets also furnish potential employers with a picture of the skills being taught and the performances he might reasonably expect from a person who has had this training.

Assignment Sheets

Assignment sheets give direction to study and furnish practice for paper and pencil activities to develop the knowledges which are necessary prerequisites to skill development. These may be given to the student for completion in class or used for homework assignments. Answer sheets are provided which may be used by the student and/or teacher for checking student progress.

Test and Evaluation

Paper-pencil and performance tests have been constructed to measure student achievement of each objective listed in the unit of instruction. Individual test items may be pulled out and used as a short test to determine student achievement of a particular objective. This kind of testing may be used as a daily quiz and will help the teacher spot difficulties being encountered by students in their efforts to accomplish the terminal objective. Test items for objectives added by the teacher should be constructed and added to the test. Progress sheets are provided for student and teacher to record acceptable performance of skills outlined in job sheets.

Test Answers

Test answers are provided for each unit. These may be used by the teacher and/or student for checking student achievement of the objectives.

OBTAINING A JOB
UNIT I

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to list personal appearance tips, sources of information about companies and benefits of firms. The student should be able to state rules to guide him during the interview and list points that an interviewer looks for during the interview. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with obtaining a job to the correct definition.
2. List tips on personal appearance and attitudes for women and/or men.
3. List facts which should be learned about a company before applying for a job.
4. List areas in which most companies have policies.
5. Select from a list the alternative sources of finding information on a company's customs and policies.
6. Choose from a list benefits of a given firm.
7. Discuss employee responsibilities.
8. List ways of selling oneself in a personal interview.
9. Select from a list five points the interviewer looks for during the interview.
10. State rules to observe during the interview.
11. Write three general rules to follow in answering questions in an oral interview.
12. List tips for the first day on the job.
13. Select from a list those desirable characteristics of all workers.

OBTAINING A JOB
UNIT I

SUGGESTED ACTIVITIES

I. Instructor:

- A. Provide students with objective sheet.
- B. Provide students with information and assignment sheets.
- C. Make transparencies.
- D. Discuss terminal and specific objectives.
- E. Discuss information and assignment sheets.
- F. Assist students in determining company information, and help them use this information in completing each assignment sheet.
- G. Role play practice interviews.
- H. Give test.

II. Student:

- A. Read objectives.
- B. Study information sheet.
- C. Complete each assignment sheet.
- D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

- A. Objectives
- B. Information sheet
- C. Transparency master: TM #1--Points to Remember in Interview
- D. Assignment sheets
  1. Assignment Sheet #1--Determine Company Information
  2. Assignment Sheet #2--Answer the Interviewer's Questions

E. Test

F. Answers to test

II. References:

A. Goble, Dorothy Y. *How to Get a Job and Keep It.* Austin, Texas: Steck-Vaughn Company, 1969.

B. Blackledge, Walter L., Ethel H. Blackledge, and Helen J. Keily. *You and Your Job.* Cincinnati: South-Western Publishing Company, 1967.

C. Moynihan, Paul, Jane Moynihan, and Giles A. Daeger. *You and Your Job--What Is It?* Chicago, Illinois: J. G. Ferguson Publishing Company, 1968.

D. Kimbrell, Grady and Ben S. Vineyard. *Activities for Succeeding in the World of Work.* Bloomington, Illinois: McKnight and McKnight Publishing Company, 1972.

OBTAINING A JOB
UNIT I

INFORMATION SHEET

I. Terms and definitions

  A. Employer--One that employs others

  B. Employee--One employed by another usually for wages or salary

  C. Interview--A meeting to obtain information

  D. Wages--The compensation paid on an hourly basis

  E. Salaries--The compensation of executives, supervisors, or other employees who are paid on a basis rather than an hourly rate

  F. Reference--A person to whom inquiries as to character or ability can be made

  G. Security--The precautions taken to protect secret business files and information

  H. Policies--The objectives and standards of a business

  I. Hiring--The beginning of employment

  J. Fringe benefits--Those supplemental benefits (incentives) a business provides for its workers besides wages and/or salaries

II. Tips on personal appearance and attitude

  A. Women

    1. Be neat and clean

    (NOTE: Wear clean clothes that are right for the job.)

    2. Do not use too much makeup and perfume

    3. Hands and fingernails should be clean

    (NOTE: Avoid extra long nails and bright nail polish.)

    4. Select jewelry suitable for working hours

    (NOTE: Avoid flashy earrings and bracelets.)

    5. Choose a neat, becoming hairstyle

INFORMATION SHEET

6. Be sure clothes are in good condition

   (NOTE: Avoid tight, extremely short skirts. Wear hose and shoes with heels if you are applying for office work.)

7. In a personal conversation do not chew gum or smoke, even if offered a cigarette

8. Be alert

   (NOTE: Show a real interest in the job you are asking about.)

9. Use good manners

   (NOTE: Be courteous. Say "thank you" for services and attention given to you. Have a ready smile and a friendly attitude.)

10. Try not to show nervousness when talking with someone about a job

    (NOTE: Some nervousness is expected.)

11. Develop and use a pleasant speaking voice

B. Men

1. Be neat and clean

   (NOTE: Have your hair combed.)

2. Be clean shaven and have a neat haircut

3. Shine shoes and be sure they are in good shape

4. Wear clean clothes that are in good condition and right for the job

5. Have clean hands and fingernails

6. Do not chew gum or smoke when meeting someone about a job

7. Be friendly but not too eager

   (NOTE: Do not be afraid to smile.)

8. Be alert

   (NOTE: Show a real interest in the job you are asking about.)

INFORMATION SHEET

9. Use good manners

   (NOTE: Be courteous. Say "thank you" for services and attention given to you.)

10. During a job conversation, try not to show nervousness

    (NOTE: Relax; some nervousness is expected.)

11. Develop and use a pleasant speaking voice

III. Facts which should be learned about a company before applying for a job

   A. Know what products they make

   B. Know what services they render

   C. Find out how long they have been in business

   D. Know if they have expanded or varied their operations

IV. Areas in which most companies have policies

   A. Employee benefits and working conditions

      1. Hours of work
      2. Pay period
      3. Length of lunch period and coffee breaks
      4. Smoking policies
      5. Use of telephone for personal business
      6. Policy about friends visiting one on the job
      7. Dress regulations
      8. Things one can and cannot make decisions about
      9. Unions and professional organizations
      10. Hiring and separation policies

   B. Security precautions

      1. Security regulations
      2. Employee ethics
      3. Methods for disposing of confidential materials

INFORMATION SHEET

- C. Public relations
  - 1. Internal--Among employees in the organization
  - 2. External--With the public
- V. Sources for finding information on a company's customs and policies
  - A. Company's training manual
  - B. Company newsletters, bulletins, and other literature
  - C. Advertisements
  - D. Financial reports
  - E. Articles in the news media
  - F. Fellow employees
  - G. In-service training programs
  - H. Departmental meetings
- VI. Benefits of a given firm
  - A. Salaries and/or wages
  - B. Fringe benefits
    - 1. Insurance and hospitalization
    - 2. Pension and retirement plans
    - 3. Paid vacations and holidays
    - 4. Sick leave
    - 5. Stock and/or profit sharing plans
    - 6. Medical facilities
    - 7. Tuition refunds and/or other educational programs
  - C. Personal satisfactions
  - D. Tenure
  - E. Opportunity for advancement

INFORMATION SHEET

VII. Employee responsibilities

- A. Know company
    - 1. Products
    - 2. Services
    - 3. Policies, rules, and regulations
- B. Know job
    - 1. Duties
    - 2. Responsibilities
- C. Promote goodwill
    - 1. Internal
    - 2. External
- D. Be ethical
    - 1. Do not divulge privileged company information
    - 2. Do job for which paid
    - 3. Handle complaints courteously
    - 4. Treat competitors and salesmen with courtesy
    - 5. Give customers and the public respect and consideration
    - 6. Use professional ethics
    - 7. Do not gossip

VIII. Ways of selling oneself in a personal interview

- A. If interview is in the morning, allow enough time for getting ready
- B. Be on time
- C. Go alone for the interview
- D. Be careful of appearance
- E. Stand erect

INFORMATION SHEET

F. Look pleasant

G. Introduce self in a quiet, easy way

H. Sit erect and avoid signs of nervousness

I. Be ready to take a performance test if applying for a job involving skills

J. Be ready to talk about individual work experiences and special skills

K. Know something about the firm or plant where applying for work

L. Make a list of the questions to ask the interviewer about the job

(NOTE: Be willing to tell how we can help the company in addition to ways the company can help us.)

M. Know the wage or salary that should be paid for the job

N. Take a pen, pencil, and a writing pad to the interview

(NOTE: Prepare job search folder.)

IX. Six points the interviewer looks for during the interview (Transparency 1)

A. Personality

B. Appearance

C. Preparation

D. Experience

E. References

F. Attitude

X. Rules to observe during the interview

A. Greet interviewer by name if known and can be pronounced correctly

B. Wait until interviewer offers a chair before sitting down

C. Do not chew gum or smoke, even if invited to do so

D. Know what job is available

E. Be ready for a surprise question and think before answering

INFORMATION SHEET

F. Let the interviewer do most of the talking, but do not just be a yes or no applicant

G. Sit up straight in chair

H. Look interviewer directly in the eye during the conversation

I. Make sure that good points get across to interviewer

J. Try not to get discouraged if employer indicates more qualifications are needed or that a call may be received later

K. If asked about the last jobs held, be honest

(NOTE: Be ethical in discussion of prior jobs. However, do not go into indepth detail.)

L. At the end of the interview, show the interviewer that his time was appreciated

M. Do not use slang

XI. General rules to follow in answering questions in an oral interview

A. Be brief

B. Be positive

C. Be honest

XII. Tips for the first day on the job

A. Go to work a few minutes ahead of time

(NOTE: Report early to your supervisor.)

B. Listen to instructions carefully

(NOTE: Ask questions if you do not understand what is expected of you.)

C. Be friendly to fellow employees, but do not waste time by visiting on the job

D. Do not be too familiar with department heads

(NOTE: Use courtesy in referring to supervisors.)

E. Try not to be over anxious

(NOTE: Do your best work.)

INFORMATION SHEET

F. Report mistakes to immediate supervisor

(NOTE: Learn from your mistakes so that you will not make them a second time.)

G. Learn the company rules and regulations

(NOTE: Do your job the way the boss wants it done.)

H. Think for self

(NOTE: Take a real interest in your work.)

I. Clean up after work

(NOTE: Keep your work area neat.)

J. Do not be a clock watcher

XIII. Desirable characteristics of all workers

A. Ability to get along with other workers

B. Dependability

C. Efficiency

D. Good health

E. Initiative

F. Reliability

G. Promptness

H. Skill

I. Loyalty

J. Persistence

K. Helpfulness

L. Cheerfulness

M. Willingness

N. Attendance

Points to Remember in an Interview

- Personality
- Appearance
- Preparation
- Experience
- Attitude
- References

OBTAINING A JOB
UNIT I

ASSIGNMENT SHEET #1--DETERMINE COMPANY INFORMATION

List facts which you should learn about a company when you are applying for a job.

Choose a company for which you might want to work and assume that you are to go for an interview. You are asked the question, "Why do you want to work for our firm?" Obtain up-to-date information, and prepare a written answer.

OBTAINING A JOB
UNIT I

ASSIGNMENT SHEET #2--ANSWER THE INTERVIEWER'S QUESTIONS

Select a job for which you would like to apply. Where applicable, answer the following questions as practice for the interview.

1. For what job (position) are you applying? What is your job preference?

2. Do you have any experience in this type of work? What other jobs did you have that are similar to the work you are applying?

3. Describe the work you did on your last job.

4. Why did you leave your last job?

5. What did you think of your former employers? Supervisors? May we contact your present employer?

6. Are you looking for permanent or temporary employment?

ASSIGNMENT SHEET #2

7. What hours are you available for work? Can you work a split shift?

8. What tools or equipment can you use? Do you own any of these tools?

9. Why did you apply for a job with this company? What do you know about this company?

10. Are any of your friends or relatives employed here?

11. What training have you had that would help you in this particular job?

12. Have you had any special courses or training?

13. If you know what the job pays, will you be satisfied with this pay?

ASSIGNMENT SHEET #2

14. Do you drive? Have a car? A driver's license? Have you ever received any tickets? If so, for what?

15. How many days did you miss on your last job due to illness or emergencies?

16. What provisions have you made for your children?

OBTAINING A JOB
UNIT I

TEST

1. Match the following terms to their correct definitions.

_____a. One employed by another usually for wages or salary

_____b. The objectives and standards of a business

_____c. Those supplemental benefits (incentives) a business provides for its workers besides wages and/or salaries

_____d. The compensation paid on an hourly basis

_____e. A meeting to obtain information

_____f. One that employs others

_____g. The compensation of executives, supervisors, or other employees who are paid on a basis rather than an hourly rate

_____h. A person to whom inquiries as to character or ability can be made

_____i. The precautions taken to protect secret business files and information

_____j. The beginning of employment

1. Wages
2. Security
3. Hiring
4. Salaries
5. Employee
6. Employer
7. Interview
8. Reference
9. Policies
10. Fringe benefits

2. List tips on personal appearance and attitudes. Girls, list those for women, and boys, list those for men.

a.

b.

c.

d.

e.

f.

3. List four facts which should be learned about a company before applying for a job.

   a.

   b.

   c.

   d.

4. List eight areas in which most companies have policies.

   a.

   b.

   c.

   d.

   e.

   f.

   g.

   h.

5. Select and place an "X" to the left of sources of finding information on a company's customs and policies.

   ______a. Company's training manual

   ______b. Company newsletters, bulletins, and other literature

   ______c. Advertisements

   ______d. Financial reports

   ______e. Competitors

   ______f. Articles in the news media

   ______g. Fellow employees

   ______h. In-service training programs

   ______i. Departmental meetings

6. Choose and place an "X" to the left of benefits of a business organization.

   ______a. Sick leave

   ______b. Time off for good behavior

   ______c. Medical facilities

______d. Paid vacations and holidays

______e. Salaries and/or wages

______f. Personal satisfactions

7. Discuss employee responsibilities.

8. List seven ways of selling oneself in a personal interview.

a.

b.

c.

d.

e.

f.

g.

9. Select and place an "X" to the left of five points the interviewer looks for during the interview.

______a. Experience

______b. Preparation

______c. Family background

______d. Personality

______e. Type of car you drive

______f. Leisure time activities

______g. Appearance

______h. Address

______i. References

10. State six rules to observe during the interview.

a.

b.

c.

d.

e.

f.

11. Write three general rules to follow in answering questions in an oral interview.

a.

b.

c.

12. List six tips for the first day on the job.

a.

b.

c.

d.

e.

f.

13. Select and place an "X" to the left of those desirable characteristics of all workers.

_____a. Loyalty

_____b. Efficiency

_____c. Willingness

_____d. Unwilling to accept responsibility

_____e. Reliability

_____f. Indifference

_____g. Skill

_____h. Initiative

_____i. Laziness

OBTAINING A JOB
UNIT I

ANSWERS TO TEST

1. a. 5

   b. 9

   c. 10

   d. 1

   e. 7

   f. 6

   g. 4

   h. 8

   i. 2

   j. 3

2. Any six of the following:

   a. Women

      1) Be neat and clean

      2) Do not use too much makeup and perfume

      3) Hands and fingernails should be clean

      4) Select jewelry suitable for working hours

      5) Choose a neat, becoming hairstyle

      6) Be sure clothes are in good condition

      7) In a personal conversation do not chew gum or smoke, even if offered a cigarette

      8) Be alert

      9) Use good manners

      10) Try not to show nervousness when talking with someone about a job

      11) Develop and use a pleasant speaking voice

Any six of the following:

b. Men

1) Be neat and clean

2) Be clean shaven and have a neat haircut

3) Shine shoes and be sure they are in good shape

4) Wear clean clothes that are in good condition and right for the job

5) Have clean hands and fingernails

6) Do not chew gum or smoke when meeting someone about a job

7) Be friendly but not too eager

8) Be alert

9) Use good manners

10) During a job conversation, try not to show nervousness

11) Develop and use a pleasant speaking voice

3. a. Know what products they make

b. Know what services they render

c. Find out how long they have been in business

d. Know if they have expanded or varied their operations

4. Any eight of the following:

a. Hours of work

b. Pay period

c. Length of lunch period and coffee breaks

d. Smoking policies

e. Use of telephone for personal business

f. Policy about friends visiting one on the job

g. Dress regulations

h. Things one can and cannot make decisions about

i. Unions and professional organizations
j. Hiring and separation policies
k. Security regulations
l. Employee ethics
m. Methods for disposing of confidential materials
n. Internal Public Relations--Among employees in the organization
o. External Public Relations--With the public

5. a
b
c
d
f
g
h
i

6. a
c
d
e
f

7. Discussion should include:

a. Know company
   1) Products
   2) Services
   3) Policies, rules, and regulations
b. Know job
   1) Duties
   2) Responsibilities

- c. Promote goodwill
  - 1) Internal
  - 2) External
- d. Be ethical
  - 1) Do not divulge privileged company information
  - 2) Do job for which paid
  - 3) Handle complaints courteously
  - 4) Treat competitors and salesmen with courtesy
  - 5) Give customers and the public respect and consideration
  - 6) Use professional ethics
  - 7) Do not gossip

8. Any seven of the following:
   - a. If interview is in the morning, allow enough time for getting ready
   - b. Be on time
   - c. Go alone for the interview
   - d. Be careful of appearance
   - e. Stand erect
   - f. Look pleasant
   - g. Introduce self in a quiet, easy way
   - h. Sit erect and avoid signs of nervousness
   - i. Be ready to take a performance test if applying for a job involving skills
   - j. Be ready to talk about individual work experiences and special skills
   - k. Know something about the firm or plant where applying for work
   - l. Make a list of the questions to ask the interviewer about the job
   - m. Know the wage or salary that should be paid for the job
   - n. Take a pen, pencil, and a writing pad to the interview

9. a

   b

   d

   g

   i

10. Any six of the following:

    a. Greet interviewer by name if known and can be pronounced correctly

    b. Wait until interviewer offers a chair before sitting down

    c. Do not chew gum or smoke, even if invited to do so

    d. Know what job is available

    e. Be ready for a surprise question and think before answering

    f. Let the interviewer do most of the talking, but do not just be a yes or no applicant

    g. Sit up straight in chair

    h. Look interviewer directly in the eye during the conversation

    i. Make sure that good points get across to interviewer

    j. Try not to get discouraged if employer indicates more qualifications are needed or that a call may be received later.

    k. If asked about the last jobs held, be honest

    l. At the end of the interview, show the interviewer that his time was appreciated

    m. Do not use slang

11. a. Be brief

    b. Be positive

    c. Be honest

12. Any six of the following

    a. Go to work a few minutes ahead of time

    b. Listen to instructions carefully

c. Be friendly to fellow employees, but do not waste time by visiting on the job

d. Do not be too familiar with department heads

e. Try not to be over anxious

f. Report mistakes to immediate supervisor

g. Learn the company rules and regulations

h. Think for self

i. Clean up after work

j. Do not be a clock watcher

13. a

b

c

e

g

h

PROGRESS ON THE JOB
UNIT II

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to name desirable traits of workers, discuss steps to aid in advancement, and name benefits of additional education and training. The student should be able to discuss activities and commitments which help prepare him for advancement and responsibility and develop a program of self-development. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with progress on the job to the correct definition.
2. Name the reason ninety percent of the people are fired from their jobs.
3. Select from a list those traits that make one either delightful or irritating to work with.
4. Name problems created by a worker "just putting in his time."
5. Select from a list those elements employers consider in deciding whom to promote.
6. Distinguish between ways good and poor attitudes show through in a job.
7. Discuss in writing three steps that help one advance on the job.
8. Name benefits of additional education and training.
9. Discuss in writing three activities and commitments that will better prepare one for advancement and responsibility.
10. Discuss in a short paragraph the meaning of the statement, "There is dignity in all work."
11. Demonstrate the ability to develop a program of self-development.

PROGRESS ON THE JOB
UNIT II

SUGGESTED ACTIVITIES

I. Instructor:

- A. Provide students with objective sheet.
- B. Provide students with information and assignment sheets.
- C. Make transparency.
- D. Discuss terminal and specific objectives.
- E. Discuss information and assignment sheets.
- F. Assist students in continuing their programs for self-development.
- G. Give test.

II. Student:

- A. Read objectives.
- B. Study information sheet.
- C. Complete assignment sheets.
- D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

- A. Objectives
- B. Information sheet
- C. Transparency Master #1--Of Ten Workers Who Lose Their Jobs
- D. Assignment sheets
  - 1. Assignment Sheet #1--A Program for Self-Development
  - 2. Assignment Sheet #2--Set Job Goals
- E. Test
- F. Answers to test

II. References:

A. Blackledge, Walter L., Ethel H. Blackledge, and Helen J. Keily. *You and Your Job.* Cincinnati: South-Western Publishing Company, 1967.

B. Goble, Dorothy Y. *How to Get a Job and Keep It.* Austin, Texas: Steck-Vaughn Company, 1969.

C. Moynihan, Paul, Jane Moynihan, and Giles A. Doeger. *You and Your Job--What Is It?* Chicago, Illinois: J. G. Ferguson Publishing Company, 1968.

D. Kimbrell, Grady and Ben S. Vineyard. *Activities for Succeeding in the World of Work.* Bloomington, Illinois: McKnight and McKnight Publishing Company, 1972.

E. Kimbrell, Grady and Ben S. Vineyard. *Succeeding in the World of Work.* Bloomington, Illinois: McKnight and McKnight Publishing Company, 1970.

III. Films:

A. "Your Job: Fitting In" (Available from Curriculum Center)

B. "Your Job: Getting Ahead" (Available from Curriculum Center)

C. "Your Job: Good Work Habits" (Available from Curriculum Center)

D. "Your Job: You and Your Boss" (Available from Curriculum Center)

E. "Keeping Your Job is Work" (Available from Curriculum Center)

PROGRESS ON THE JOB
UNIT II

INFORMATION SHEET

I. Terms and definitions

   A. Adaptability--The ability to adjust easily to new situations

   B. Cooperativeness--The ability to work harmoniously with others toward some desired goal

   C. Goodwill--A feeling of rapport and respect that has been established between individuals

   D. Initiative--The act of being a self-starter; finding things that need to be done without having to be told; the ability to proceed without being told

   E. Perseverance--The action of following a job through to its completion

   F. Seniority--A status attained by length of continuous service

   G. Compromise--A mutual agreement made by concession on both sides

   H. Criterion--A standard by which something is judged

   I. Dependability--The quality of being reliable

   J. Dignity--The formal reserve of one's manners and language

   K. Honesty--One's truthfulness in all words and deeds

   L. Improvise--To make do with what one has

   M. Loyalty--The support for a cause

   N. Morale--A state of mind which reflects an individual's attitudes toward his job, fellow workers, and employers

   O. Tact--A keen sense of what to say or do to maintain good relations

   P. Tenure--The length of time a job is held

   Q. Negotiate--To confer with another so as to arrive at the settlement of some matter

II. The reason ninety percent of the people are fired from their jobs--Inability to get along with others (Transparency 1)

   (NOTE: This inability to get along refers to frequent tardiness or absence from work, too little ambition, unwillingness to follow company rules, carelessness, dishonesty, inability to communicate effectively, irresponsibility, and lack of adaptability.)

INFORMATION SHEET

III. Traits that make one either delightful or irritating to work with

   A. Delightful

      1. Sense of humor
      2. Perseverance
      3. Tolerance
      4. Energy
      5. Enthusiasm
      6. Self-confidence
      7. Consideration for others
      8. Doing more than one's share
      9. Offers to help others

   B. Irritating

      1. Hums or whistles incessantly
      2. Gossips
      3. Overuses the telephone for personal calls
      4. Fusses with hair or uses strong perfume
      5. Chews gum or smokes thoughtlessly
      6. Interrupts frequently
      7. Uses foul language
      8. Criticizes or belittles others
      9. Says unkind things
      10. Uses transistor radios thoughtlessly

IV. Problems that may be created by the worker who is "just putting in his time"

   A. Low morale of self and among other workers

   B. Costly to company

INFORMATION SHEET

C. Deterioration to individual work habits

D. Lowering self image

V. Elements employers consider in deciding whom to promote

(NOTE: These are not listed in order of importance.)

A. Attitude

B. Seniority

C. Knowledge of present job

D. Quality of work

E. Quantity of work

F. Initiative

G. Perseverance

H. Cooperativeness, goodwill

I. Ability to think

J. Adaptability

K. Adequacy of training

L. Attendance

M. Self-management

N. Growth

VI. Ways attitudes show through in one's job

A. Good attitudes

1. Dressing the part
2. Watching one's grooming
3. Using a pleasant voice and tone quality
4. Keeping alert and sitting up straight
5. Keeping the quality of work first in importance and quantity secondary

INFORMATION SHEET

6. Being sincere and loyal
7. Being punctual
8. Being dependable
9. Remembering names
10. Being cheerful
11. Being responsibile toward company property
12. Keeping problems to self
13. Looking at positive aspects of job and fellow workers
14. Willing to help others

B. Poor attitudes

1. Calling the boss by his first name because some of the co-workers do
2. Making personal calls frequently
3. Using company time, stationery, and stamps for personal correspondence
4. Telling others how to do their job
5. Gossiping
6. Being overly familiar or "chummy" with co-workers

VII. Steps that will help one advance on the job

A. Master present job completely

1. Follow directions
2. Ask questions
3. Follow standard office practices
4. Meet deadlines
5. Keep standards high
6. Check the accuracy of one's work

INFORMATION SHEET

B. Develop a program for self-improvement
  1. Improve personality
  2. Increase skills
  3. Continue education

C. Show initiative on the job
  1. Take on additional responsibilities
  2. Handle more complicated work
  3. Suggest improvements

     (NOTE: Do not be overly ambitious at the expense of a more qualified person.)
  4. Develop self-motivation

VIII. Benefits of additional education and training
  A. Advancement and job stability
  B. Better pay
  C. More exciting and challenging positions
  D. Increased responsibilities
  E. Prestige
  F. Personal satisfaction

IX. Activities and commitments that will better prepare one for advancement and responsibility
  A. Reading
    1. To increase general knowledge
    2. To improve vocabulary
    3. To enlarge areas of interest and broaden scope of understanding
    4. To keep abreast in one's field
  B. Joining and participating in professional organizations

INFORMATION SHEET

C. Volunteering for civic and community projects

1. To collect money for health organizations
2. To tutor less advantaged children
3. To participate in city clean-up projects
4. To offer personal services to hospitals or nursing homes

X. Meaning of "There is dignity in all work"

A. All jobs have an entry level

(NOTE: Seldom does one begin "at the top" when entering an occupation.)

B. All jobs have importance

C. All productive and honest work should have equal dignity

(NOTE: The garbage collector's contribution to social welfare is as important as that of the teacher or the lawyer, even though the focus of supply and demand may measure their market worth differently.)

D. Accomplishment of a job promotes satisfaction and respect toward self

(NOTE: Many other factors may be added to this list.)

Of Ten Workers Who Lose Their Jobs

1

Lacks Technical Skill

9

Do Not Know How to Get Along with People

PROGRESS ON THE JOB
UNIT II

ASSIGNMENT SHEET #1--A PROGRAM FOR SELF-DEVELOPMENT

A professional worker cannot afford to discontinue her educational pursuits after high school graduation. She must constantly be working to improve her personality and skills. She has the responsibility to keep abreast in her field so that she will be able to suggest ways to reduce costs, increase efficiency, and stimulate profits. The good worker must develop a plan for self-development.

Hints to remember in setting up your plan:

1. Select only one or two items to work on at first; add additional items later as progress is made and as your schedule permits.
2. Set aside a certain time of the week for study and improvement. Do not be tempted to skip your improvement sessions.
3. Keep your plans simple enough that they do not interfere with your job by making you tired and sluggish.
4. Visit the public library often to review new books and periodicals.
5. Check into courses offered at local schools or universities.
6. Try to learn from others.
7. Finish each program that you start.

Directions: Complete the following questions.

1. What personal areas are you weak in? Grooming? Voice? Personality? etc. List those areas in which you need improvement.

ASSIGNMENT SHEET #1

2. What skills do you have that need improvement? List them below.

3. Do you consistently try to improve your skills?

4. Do you do additional reading in those areas in which you are interested?

5. How many hours do you spend watching television per week (approximately)?

6. Could you devote one-third of this time to self-improvement?

ASSIGNMENT SHEET #1

Procedures for making your plan for self-development:

1. Keep track, on a separate sheet of paper, of how you spend your time each day for a week.

2. Review the way you spend your time.

3. List the hours that you plan to spend during the week for self-development.

4. List three immediate goals you hope to achieve.
   a.
   b.
   c.

ASSIGNMENT SHEET #1

5. Outline below your self-development plan for the next month.

6. After one month of working on your individual improvement plan, review the results. What have you achieved? What had you hoped to achieve that you did not?

7. List the times you let something else take precedence over your self-development program.

PROGRESS ON THE JOB
UNIT II

ASSIGNMENT SHEET #2--SET JOB GOALS

In the table on the following page, list, in order of importance, the key responsibilities of your job or the major job functions for which you are held accountable for producing results. For each job function, list the specific results you expect to accomplish during a time period agreed upon by you and your teacher. Objectives should include what is to be accomplished and by what date. Evaluate each objective at the beginning of the time period as to whether it will be extremely difficult, difficult, have some difficulty, be easy, or extremely easy to achieve. As your teacher suggests, periodically (at least twice during the time period) check for achievement of each objective and record when it has been exceeded, achieved, partially met, little done, or no activity has been done in accomplishing the objective.

At the end of the time period, answer the following questions:

1. Why were some of the objectives met more easily than others?

2. When do you expect to complete the unfinished objectives?

3. Do you need to make any changes in your objectives?

ASSIGNMENT SHEET #2

MAJOR JOB FUNCTIONS	JOB OBJECTIVES	EVALUATION									
		Difficulty of the Objective					Achievement of the Objective				
		Extremely Difficult	Difficult	Some Difficulty	Easy	Extremely Easy	Exceeded	Achieved	Partially Met	Little Done	No Activity

PROGRESS ON THE JOB
UNIT II

TEST

1. Match the following terms to the correct definitions.

_____a. A standard by which something is judged

_____b. The formal reserve of one's manners and language

_____c. To make do with what one has

_____d. The length of time a job is held

_____e. The action of following a job through to its completion

_____f. The ability to adjust easily to new situations

_____g. A feeling of rapport and respect that has been established between individuals

_____h. A status attained by length of continuous service

_____i. One's truthfulness in all words and deeds

_____j. A keen sense of what to say or do to maintain good relations

_____k. A state of mind which reflects an individual's attitudes toward his job, fellow workers, and employers

_____l. The support for a cause

_____m. The quality of being reliable

_____n. A mutual agreement made by concession on both sides

_____o. The act of being a self-starter; finding things that need to be done without having to be told; the ability to proceed without being told

1. Goodwill
2. Criterion
3. Honesty
4. Improvise
5. Morale
6. Tenure
7. Perseverance
8. Dependability
9. Dignity
10. Adaptability
11. Cooperativeness
12. Initiative
13. Seniority
14. Compromise
15. Loyalty
16. Negotiate
17. Tact

_____p. The ability to work harmoniously with others toward some desired goal

_____q. To confer with another so as to arrive at the settlement of some matter

2. Name the reason ninety percent of the people are fired from their jobs.

3. Select and place a "D" in front of each trait below that would make one delightful to work with. Place an "I" in front of each trait that would make one irritating to work with.

_____a. Gossips

_____b. Tolerance

_____c. Interrupts

_____d. Gets ahead of others in line

_____e. Self-confidence

_____f. Offers to help others

_____g. Energy

_____h. Uses foul language

_____i. Uses strong perfume

4. Name two problems created by a worker "just putting in his time."

a.

b.

5. Select and place an "X" in front of each of the following which are elements employers consider in deciding whom to promote.

_____a. How much you earn

_____b. Who you know

_____c. Adequacy of training

_____d. Number of previous requests for raises

_____e. Quality of work

______f. Seniority

______g. Knowledge of present job

______h. Perseverance

______i. How expensively you dress

6. Distinguish between ways good and poor attitudes show through in a job by placing a "G" in front of each item below which shows a good attitude on the job. Place a "P" in front of each item that shows a poor attitude.

______a. Being punctual

______b. Remembering names

______c. Making personal calls frequently

______d. Telling others how to do their job

______e. Calling the boss by his first name because some of the co-workers do

______f. Dressing the part

______g. Keeping the quality of work first in importance and quantity secondary

______h. Being overly familiar or "chummy" with co-workers

7. Discuss in writing three steps that help one advance on the job.

8. Name five benefits of additional education and training.

a.

b.

c.

d.

e.

9. Discuss three activities and commitments that will better prepare one for advancement and responsibility.

10. Discuss in a short paragraph the meaning of the statement, "There is dignity in all work."

11. Demonstrate the ability to develop a program of self-development.

    (NOTE: If this has not been accomplished prior to the test, ask the instructor when the above activity should be completed.)

PROGRESS ON THE JOB
UNIT II

ANSWERS TO TEST

1. a. 2
   b. 9
   c. 4
   d. 6
   e. 7
   f. 10
   g. 1
   h. 13
   i. 3
   j. 17
   k. 5
   l. 15
   m. 8
   n. 14
   o. 12
   p. 11
   q. 16
2. Inability to get along with others
3. a. I
   b. D
   c. I
   d. I
   e. D

f. D

g. D

h. I

i. I

4. Any two of the following:

   a. Low morale of self and among other workers

   b. Costly to company

   c. Deterioration to individual work habits

   d. Lowering self image

5. c

   e

   f

   g

   h

6. a. G

   b. G

   c. P

   d. P

   e. P

   f. G

   g. G

   h. P

7. Discussion should include:

   a. Master present job completely

      1) Follow directions

      2) Ask questions

        3) Follow standard office practices
        4) Meet deadlines
        5) Keep standards high
        6) Check the accuracy of one's work
    b. Develop a program for self-improvement
        1) Improve personality
        2) Increase skills
        3) Continue education
    c. Show initiative on the job
        1) Take on additional responsibilities
        2) Handle more complicated work
        3) Suggest improvements
        4) Develop self-motivation

8. Any five of the following:
    a. Advancement and job stability
    b. Better pay
    c. More exciting and challenging positions
    d. Increased responsibilities
    e. Prestige
    f. Personal satisfaction
9. Discussion should include:
    a. Reading
        1) To increase general knowledge
        2) To improve vocabulary
        3) To enlarge areas of interest and broaden scope of understanding
        4) To keep abreast in one's field
    b. Joining and participating in professional organizations

c. Volunteering for civic and community projects
  1) To collect money for health organizations
  2) To tutor less advantaged children
  3) To participate in city clean-up projects
  4) To offer personal services to hospitals or nursing homes

10. Discussion should include:
  a. All jobs have an entry level
  b. All jobs have importance
  c. All productive and honest work should have equal dignity
  d. Accomplishment of a job promotes satisfaction and respect toward self

11. Evaluated to the satisfaction of the instructor.

BUSINESS ETIQUETTE
UNIT III

TERMINAL OBJECTIVE

After completing this unit, the student should be able to list guidelines for getting acquainted, the corner stones of success, and ways of getting along with the boss and fellow workers. The student should be able to state reasons for holding a job and give reasons for workers losing their jobs. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with business etiquette to the correct definition.
2. List guidelines for getting acquainted.
3. Distinguish between indispensable and undesirable characteristics of a worker.
4. Select from a list the four corner stones of success.
5. List two advantages of getting along with your employer and fellow workers.
6. List three ways to get along well with the boss.
7. List four guidelines for getting along with fellow workers.
8. Select from a list the reasons workers lose their jobs.
9. List reasons why it is important to have a job one enjoys.
10. Select from a list major reasons for holding a job.
11. Read and react to a letter "Dear Kid."

BUSINESS ETIQUETTE
UNIT III

SUGGESTED ACTIVITIES

I. Instructor:

  A. Provide students with objective sheet.

  B. Provide students with information and assignment sheets.

  C. Make transparencies.

  D. Discuss terminal and specific objectives.

  E. Discuss information and assignment sheets.

  F. Lead classroom discussion of the letter "Dear Kid".

  G. Assist students in contacting an employer for interview purposes.

  H. Give test.

II. Student:

  A. Read objectives.

  B. Study information sheet.

  C. Complete each assignment sheet.

  D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

  A. Objectives

  B. Information sheet

  C. Transparency masters

    1. TM 1--Corner Stones of Success

    2. TM 2--Major Reasons for Holding a Job

  D. Assignment sheets

    1. Assignment Sheet #1--React to Letter "Dear Kid"

    2. Assignment Sheet #2--Personal Interview with Employer

E. Test

F. Answers to test

II. References:

A. Blackledge, Walter L., Ethel H. Blackledge, and Helen J. Keily. *You and Your Job.* Cincinnati: South-Western Publishing Company, 1967.

B. Goole, Dorothy Y. *How to Get a Job and Keep It.* Austin, Texas: Steck-Vaughn Company, 1969.

BUSINESS ETIQUETTE
UNIT III

INFORMATION SHEET

I. Terms and definitions

  A. Attitude--A feeling or emotion toward the people and things around one

  B. Good grooming--Neat, clean appearance

  C. Good manners--Good social conduct

  D. Friendliness--The outward evidence of a cheerful willingness to work and be friends

  E. Character--A combination of qualities, traits, and features that make one an individual

II. Guidelines for getting acquainted

  A. Be pleasant, cheerful, and friendly to everyone

  B. Take time to know the individuals before joining cliques

  C. Do not force self on others

  D. If invited, try out company sponsored social groups and/or teams

  E. Be able to converse with others

  F. Have desire to get acquainted with others

  G. Learn interests of others

III. Indispensable and undesirable characteristics of a worker

  A. Indispensable characteristics

    1. Punctuality

    2. Accuracy

    3. Reliability

    4. Honesty

    5. Initiative

    6. Dependability

    7. Attendance

    8. Tolerance

INFORMATION SHEET

B. Undesirable characteristics

1. Disloyalty
2. Inconsideration
3. Excessive tardiness
4. Lack of initiative
5. Carelessness
6. Poor attitude
7. Absenteeism
8. Inability to apologize
9. Inability to accept others handicaps

IV. Corner stones of success (Transparency 1)

A. Good manners

B. Good grooming

C. Good speech and communication

D. Good work

V. Advantages of getting along with your employer and fellow workers

A. Greater personal satisfaction

B. Better opportunities for advancement

C. Greater productivity for the company

D. Contribute to overall morale

VI. Ways to get along well with the boss

A. Quickly learn all that is possible when undertaking a new job

B. Follow the rules and regulations of the employing company when starting a new job

C. Follow instructions carefully, even if the reasons for them are not fully understood

INFORMATION SHEET

D. Take pride in the company for which employed

E. Accept constructive criticism

F. Do not carry a grudge

G. Do what needs to be done without being told

H. Contribute individual skills, ideas, energy, and time to make a better product or service

I. Do not be afraid to ask questions

J. Accept responsibility for making mistakes and attempt to correct them

VII. Guidelines for getting along with fellow workers

A. Be concerned for others--Their interests, their problems, their welfare

B. Cooperate with others--Lend a helping hand without thinking about getting anything in return

C. Respect others, even if some of their actions do not conform to our standards

D. Listen and understand what others are saying

E. Give credit to others and be glad to see them succeed without worrying about individual status

F. Do not get personal feelings hurt over what someone else says

(NOTE: He was probably just in a "bad mood" that day. Take it as good-natured kidding, and do not try to get even.)

G. Seek promotion on individual merits--Never try to get ahead by holding others back or "running them down"

H. Look for ways to foster friendship and group spirit as well as ways to reduce conflict and hard feelings

I. Leave personal problems at home

J. Keep personal confidences entrusted to you

VIII. Reasons workers lose their jobs

A. Regular tardiness or frequent absence from work

B. Too little ambition

INFORMATION SHEET

- C. Unwillingness to follow company rules
- D. Carelessness
- E. "Troublemaking"--Hostile attitude
- F. Too much attention to outside interests
- G. Dishonesty--"Passing the buck"
- H. Inability to communicate effectively
- I. Irresponsibility
- J. Lack of adaptability

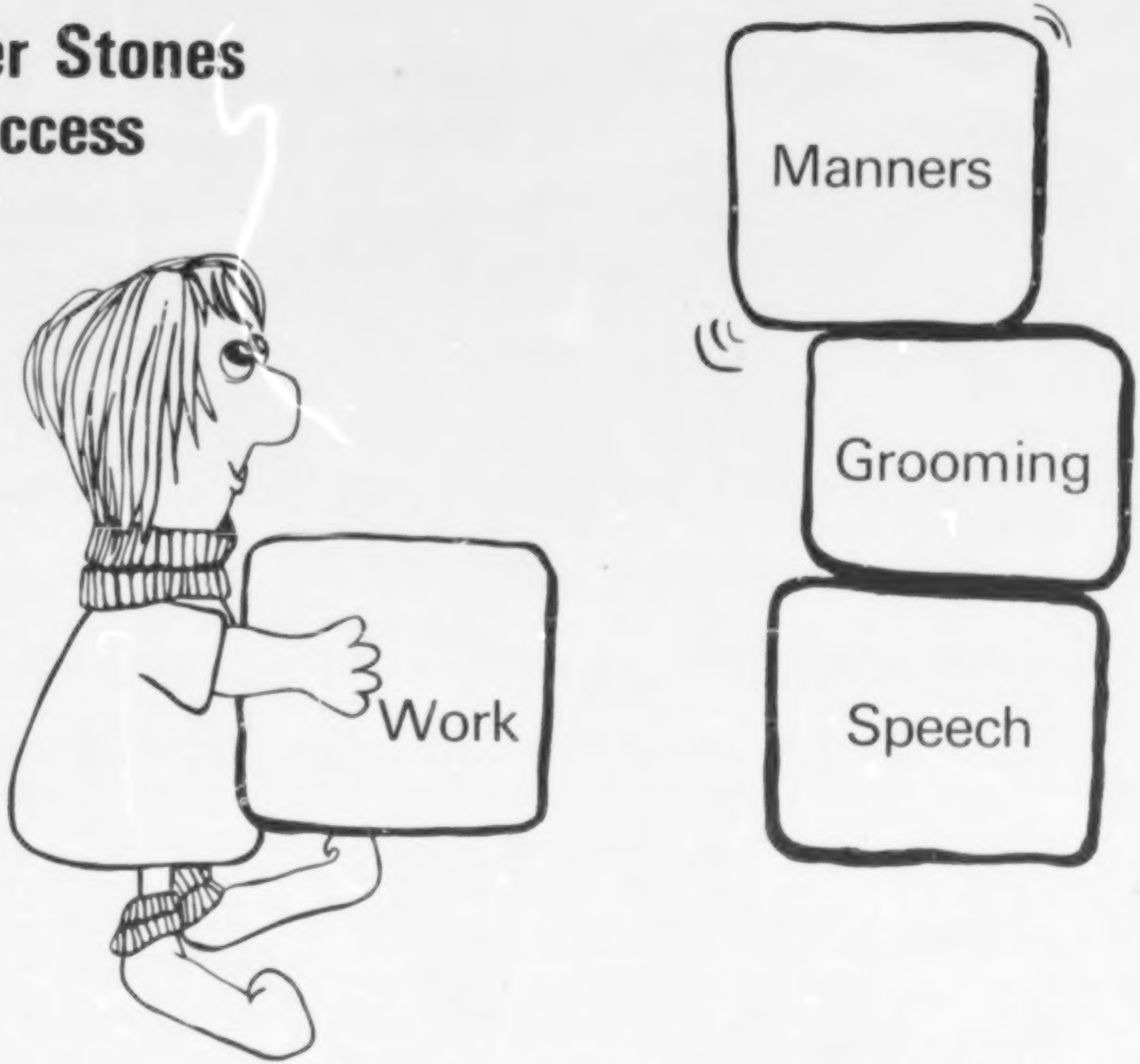
IX. Reasons it is important to have a job one enjoys

- A. About one-third of the average adult's life is spent on the job
- B. Greater job satisfaction
- C. Better attitude
- D. Better attendance
- E. More willingness for self-improvement through future study
- F. Better relationships with the boss
- G. Respect authority of others

X. Major reasons for holding a job (Transparency 2)

- A. Income to meet obligations
- B. Personal satisfaction
- C. Develop skills for promotion and higher pay
- D. To obtain extra items
- E. Enjoyment
- F. To feel successful
- G. To fit into society

Corner Stones of Success


Manners
Grooming
Work
Speech

Major Reasons for Holding a Job

Income to Meet Obligations
Personal Satisfaction
Develop Skills for Promotion and Higher Pay
To Obtain Extra Items
Enjoyment
To Feel Successful
To Fit into Society

BUSINESS ETIQUETTE
UNIT III

ASSIGNMENT SHEET #1--REACT TO LETTER "DEAR KID"

Read the following letter and react to the questions which follow the letter.

Dear Kid:

Today you asked me for a job. From the look of your shoulders as you walked out, I suspect you've been turned down before, and maybe you believe by now that kids out of high school can't find work.

But, I hired a teenager today. You saw him. He was the one with polished shoes and a necktie. What was so special about him? Not experience, neither of you had any. It was his attitude that put him on the payroll instead of you. Attitude, son. A-T-T-I-T-U-D-E. He wanted that job badly enough to shuck the leather jacket, get a haircut, and look in the phone book to find out what this company makes. He did his best to impress me. That's where he edged you out.

Ever hear of "empathy?" It's the trick of seeing the other fellow's side of things. I couldn't have cared less that you're behind in your car payments. That's your problem and the president's. What I needed was someone who'd go out in the plant, keep his eyes open, and work for me like he'd work for himself. If you have even the vaguest idea of what I'm trying to say, let it show the next time you ask for a job. You'll be head and shoulders over the rest.

Look Kid. The only time jobs grew on trees was while most of the manpower were wearing G.I.'s and pulling K.P. For all the rest of history you've had to get a job like you get a girl: "Case" the situation, wear a clean shirt, and try to appear reasonably willing.

Maybe jobs aren't as plentiful right now, but a lot of us can remember when master craftsmen walked the streets. By comparison you don't know the meaning of "scarce."

You may not believe it, but all around you employers are looking for young men smart enough to go after a job in the old-fashioned way. When they find one, they can't wait to unload some of their worries on him.

For both our sakes, get eager, will you?

Contributed by Brother "Friday" Fitzgerald

ASSIGNMENT SHEET #1

1. List the indispensable and undesirable characteristics of the boy in the letter.

2. How was the boy in the letter lacking in the four corner stones to success?

3. Do you feel that this boy would be able to get along with a boss or fellow workers? Give reasons for your answer.

4. What recommendations would you make to this boy if he were one of your friends?

BUSINESS ETIQUETTE
UNIT III

ASSIGNMENT SHEET #2--PERSONAL INTERVIEW WITH EMPLOYER

Select any employer who lives in the community. In a personal interview with him, determine the indispensable and undesirable characteristics which he looks for in hiring a worker. How does this list differ from the information sheet?

BUSINESS ETIQUETTE
UNIT III

TEST

1. Match the following terms to the correct definition.

_____a. The outward evidence of a cheerful willingness to work and be friends

_____b. Neat, clean appearance

_____c. A combination of qualities, traits, and features that make one an individual

_____d. Good social conduct

_____e. A feeling or emotion toward the people and things around one

1. Character
2. Good manners
3. Attitude
4. Good grooming
5. Friendliness

2. List four guidelines for getting acquainted.

a.

b.

c.

d.

3. Distinguish between indispensable and undesirable characteristics of a worker by placing an "I" to the left of the indispensable characteristics and a "U" to the left of those which are undesirable.

_____a. Accuracy

_____b. Inconsideration

_____c. Initiative

_____d. Carelessness

_____e. Punctuality

_____f. Honesty

_____g. Disloyalty

_____h. Reliability

4. Select and place an "X" to the left of the four corner stones of success.

______a. Lots of money

______b. Good manners

______c. Good work

______d. Good looks

______e. New car

______f. Good grooming

______g. Good speech and communication

5. List two advantages of getting along with your employer and fellow workers.

a.

b.

6. List three ways to get along well with the boss.

a.

b.

c.

7. List four guidelines for getting along with fellow workers.

a.

b.

c.

d.

8. Select and place an "X" to the left of the reasons workers lose their jobs.

______a. Regular tardiness or frequent absence from work

______b. Too little ambition

______c. Unwillingness to follow company rules

______d. Carelessness

______e. "Troublemaking"--Hostile attitude

______f. Too much attention to outside interests _____g. Dishonesty--"Passing the buck".

_____h. Inability to communicate effectively

9. List four reasons why it is important to have a job one enjoys.

a.

b.

c.

d.

10. Select and place an "X" to the left of the major reasons for holding a job.

_____a. To feel successful

_____b. Enjoyment

_____c. To impress the person you date

_____d. To obtain extra items

_____e. Income to meet obligations

_____f. To improve social status

_____g. Personal satisfaction

11. Read and react to a letter "Dear Kid."

(NOTE: If this has not been accomplished prior to the test, ask the instructor when the above activity should be completed.)

BUSINESS ETIQUETTE
UNIT III

ANSWERS TO TEST

1. a. 5
   b. 4
   c. 1
   d. 2
   e. 3
2. Any four of the following:
   a. Be pleasant, cheerful, and friendly to everyone
   b. Take time to know the individuals before joining cliques
   c. Do not force self on others
   d. If invited, try out company sponsored social groups and/or teams
   e. Be able to converse with others
   f. Have desire to get acquainted with others
   g. Learn interests of others
3. a. I
   b. U
   c. I
   d. U
   e. I
   f. I
   g. U
   h. I
4. b
   c
   f
   g

5. Any two of the following:
    a. Greater personal satisfaction
    b. Better opportunities for advancement
    c. Greater productivity for the company
    d. Contribute to overall morale
6. Any three of the following:
    a. Quickly learn all that is possible when undertaking a new job
    b. Follow the rules and regulations of the employing company when starting a new job
    c. Follow instructions carefully, even if the reasons for them are not fully understood
    d. Take pride in the company for which employed
    e. Accept constructive criticism
    f. Do not carry a grudge
    g. Do what needs to be done without being told
    h. Contribute individual skills, ideas, energy, and time to make a better product or service
    i. Do not be afraid to ask questions
    j. Accept responsibility for making mistakes and attempt to correct them
7. Any four of the following:
    a. Be concerned for others--Their interests, their problems, their welfare
    b. Cooperate with others--Lend a helping hand without thinking about getting anything in return
    c. Respect others, even if some of their actions do not conform to our standards
    d. Listen and understand what others are saying
    e. Give credit to others and be glad to see them succeed without worrying about individual status
    f. Do not get personal feelings hurt over what someone else says

g. Seek promotion on individual merits--Never try to get ahead by holding others back or "running them down"

h. Look for ways to foster friendship and group spirit as well as for ways to reduce conflict and hard feelings

i. Leave personal problems at home

j. Keep personal confidences entrusted to you

8. a

b

c

d

e

f

g

h

9. Any four of the following:

a. About one-third of the average adult's life is spent on the job

b. Greater job satisfaction

c. Better attitude

d. Better attendance

e. More willingness for self-improvement through future study

f. Better relationships with the boss

g. Respect authority of others

10. a

b

d

e

g

11. Evaluated to the satisfaction of the instructor.

GUIDING THE PRESCHOOL CHILD
UNIT I

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to list developmental tasks of preschool children and discuss characteristics of early childhood and advantages of a good nursery school. The student should be able to obtain needed information while preparing to hold a preschool and to assist other students in planning and conducting a playschool. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Define terms associated with guiding the preschool child.
2. List developmental tasks of preschool children.
3. Discuss characteristics of early childhood.
4. Discuss advantages for the child in a good nursery school.
5. State the purpose of an organized playschool provided by home economics students.
6. List criteria to be used as a basis for developing plans for organizing the playschool.
7. Discuss steps used in preparation for a playschool.
8. List guides for students to follow while conducting a playschool.
9. List information which should be included in letters sent to parents of preschool children invited to a playschool.
10. List information which should be obtained for children attending playschool.
11. List criteria to be used for selecting books for the preschool child.
12. Describe teaching skills which assist in guiding young children.
13. State rules for guidance when supervising group play.
14. List criteria to be used in preparation of nutritional snacks for children.
15. Demonstrate the ability to assist other students in planning and conducting a preschool.

GUIDING THE PRESCHOOL CHILD
UNIT I

SUGGESTED ACTIVITIES

I. Instructor:

   A. Provide students with objective sheet.

   B. Provide students with information and assignment sheets.

   C. Make transparencies.

   D. Discuss terminal and specific objectives.

   E. Discuss information and assignment sheets.

   F. Assign reports as needed for observation of children.

   G. Supervise students and children during playschool.

   H. Give test.

II. Students:

   A. Read objectives.

   B. Study information sheet.

   C. Complete each assignment sheet as assigned by teacher.

   D. Take responsibility in holding playschool.

   E. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

   A. Objectives

   B. Information sheet

   C. Transparency masters

      1. TM 1--Developmental Tasks for Preschool Children

      2. TM 2--Guides for Students to Follow While Conducting a Playschool

D. Assignment sheets

1. Assignment Sheet #1--Develop Schedule for Responsibilities
2. Assignment Sheet #2--Send Letters to Parents
3. Assignment Sheet #3--Observe Characteristics of Early Childhood
4. Assignment Sheet #4--Observe Personality Characteristics of Children
5. Assignment Sheet #5--Observe Fundamental Emotional Needs of Children
6. Assignment Sheet #6--Observe Child for Guidance Unit
7. Assignment Sheet #7--Observe Children at Play
8. Assignment Sheet #8--Write Reports from Observations

E. Test

F. Answers to test

II. References:

A. *Human Development and the Family.* Stillwater, Oklahoma: State Department of Vocational and Technical Education, 1969.

B. Baker, Katherine Read and Xenia F. Fane. *Understanding and Guiding Young Children.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1971.

C. Ames, Louise Bates. *Child Care and Development.* Philadelphia, Pennsylvania: J.B. Lippincott Company, 1970.

D. Westlake, Helen Gum. *Relationships: A Study in Human Behavior.* Lexington, Massachusetts: Ginn and Company, 1972.

E. Duvall, Evelyn Mills. *Family Development.* Fourth Edition. Philadelphia, Pennsylvania: J.B. Lippincott Company, 1971.

GUIDING THE PRESCHOOL CHILD
UNIT I

INFORMATION SHEET

I. Terms and definitions

   A. Early childhood--Children at ages three, four, and five

   B. Developmental task--Growth responsibility that arises at or about a certain time in the life of an individual in which successful accomplishment leads to success in later tasks

II. Developmental tasks of preschool children (Transparency 1)

   A. Settling into healthy daily routines of rest and activity

   B. Mastering good eating habits

   C. Mastering the basics of toilet training

   D. Developing the physical skills appropriate to his stage of motor development

   E. Becoming a participating member of his family

   F. Beginning to master his impulses and to conform to others' expectations

   G. Developing healthy emotional expressions for a wide variety of experiences

   H. Learning to communicate effectively with an increasing number of others

   I. Developing the ability to handle potentially dangerous situations

   J. Learning to be an autonomous person with initiative and a conscience of his own

   K. Laying foundations for understanding the meanings of life

III. Characteristics of early childhood

   A. Ask questions

   B. Observe

   C. Make-believe

   D. Need to explore and try things out

   E. Rapid development of large muscles

      1. Needs opportunities to run, climb, slide, and jump

         a. Gains control over muscles

         b. Develops coordination

INFORMATION SHEET

        2. May perform extremely well in one skill and very poorly in another

    F. Speaking habits

        1. Three year old--May speak in sentences and use words as tools of thought

        2. Four year old

            a. Asks many questions

            b. Recognizes the relationship between things

            c. Displays an active tendency to state an idea and to generalize from it

        3. Five year old

            a. Talks without infantile speech

            b. Can tell a long story

    G. Competitiveness appears

    H. Aggressiveness appears

IV. Advantages for the child in a good nursery school

    A. School tends to encourage awareness of others rather than self

    B. Can reduce sibling rivalry

    C. Allows the child to experience life away from the protection of his family

    D. Acquaints him with the routine of going to school

    E. Encourages self-identity by giving the child a life of his own

    (NOTE: It gives the child status in his family.)

    F. Promotes self-reliance

    G. Allows a child to function where he is developmentally, while at the same time gently stimulating him toward the next stage

    H. Should develop a child's language

    I. Should provide exposure to books, art, and play materials not provided in the home

    J. Should teach concepts underlying good manners; that is, consideration for the rights of others

INFORMATION SHEET

V. Purpose of an organized playschool provided by home economics students--To provide an opportunity to observe young children at play and to have some direct experiences with them

VI. Criteria to be used as a basis for developing plans for organizing the playschool

  A. Source(s) of children

  B. Number and ages of children

  C. Information about playschool to be given to parents

  D. Time of arrival for children

  E. Transportation of children to school

  F. Method of getting mother's cooperation

  G. Storage of children's wraps

  H. Activities to provide within limits of time and space

  I. Arrangement of room

  J. Equipment to be used

  K. Source of playthings

  L. Types of precautions to take for health and safety

  M. Responsibility for various activities

  N. Preparation for responsibilities

  O. Methods of guiding children in behavior and activities

  P. Method of observation

  Q. Information to obtain during observation

  R. Method of evaluation

  S. Information to obtain about children prior to playschool

VII. Steps used in preparation for a playschool

  A. Spend several days making preparation for the playschool

    1. Get room prepared

    2. Collect toys and equipment

INFORMATION SHEET

3. Plan responsibilities

4. Set up schedules for play activities of children

5. Make decisions on observation procedures

B. Develop schedule for responsibilities

(NOTE: A plan may be developed so students can rotate such responsibilities as supervisor, assistant supervisor, hostess, housekeeper, and/or observer.)

C. Send a letter or visit the parents to inform them of the plans for conducting a playschool

1. Ask permission for their child to participate

2. Appropriate invitations may be sent to the children inviting them to the playschool

D. Obtain information about children who will be attending playschool by asking parents to complete a questionnaire

E. Provide for adequate space in the classroom to accommodate small group and whole group activities

(NOTE: If assigned to observe, one should be seated as inconspicuously as possible.)

F. Develop observation sheets and other devices which will be suitable for obtaining information on varying behavior patterns and characteristics of children as they participate in the playschool activities

G. Plan class periods for discussion and evaluation of observations and playschool activities

(NOTE: It is desirable to schedule the playschool every other day or only three or four days during the week so that evaluation may be done frequently and there will be ample time for planning.)

VIII. Guides for students to follow while conducting a playschool (Transparency 2)

A. The atmosphere of the school should be calm, unhurried, and friendly

B. Students should speak slowly and in short sentences to children

(NOTE: Never use baby talk. Requests should be made with respect and in the positive rather than the negative. Avoid "Do you want to?" in routine matters. Better forms are "Now you are ready to..." or "Now it is time to...")

C. Laugh with the child, never at the child

INFORMATION SHEET

- D. If it is necessary to move about the room, do so quietly
- E. Avoid talking to other students and to the children unless working directly with them

  (NOTE: Remember to be only a part of the background when observing.)
- F. Respect the child's personality
- G. Avoid displaying too much affection to any one child
- H. Be calm and cheerful when children receive a bump or fall down

  (NOTE: Notify the teacher if you think there is a slight chance a child has received an injury.)
- I. Avoid becoming too excited over things children do
- J. Interfere with a child's activity only if he is in danger of hurting himself, is purposefully being destructive, or is interfering with others
- K. Observe all children rather than individuals

IX. Information which should be included in letters sent to parents of preschool children invited to a playschool

- A. Teacher's name
- B. Date of playschool
- C. Length of playschool
- D. Hours of playschool
- E. Reasons for school
- F. Components of program

INFORMATION SHEET

Example of a letter to parents:

__________________High School

__________________Date

Dear__________________:

Our home economics class, under the direction of ________________, plans to hold a playschool for four year olds on (date). It will operate for __________ weeks in the home economics department on __________. (days of the week)

The hours are to be from _____ to _____. The children will be carefully supervised at all times.

Our program, provided free of charge, will include play with children their own age, stories, music, rest periods, and a nutritional snack.

We are planning this playschool as a unit in our sophomore Home Economics class where we study child development. We feel it is very important for us to have some experience with young children as we learn about them.

If you wish to enroll your four year old, please fill in the following and mail it to ________________, our homemaking teacher.

Name of Child____________________________________

Date of Birth____________________________________

Who will bring the child to Playschool?____________________

Who will pick up the child at (give time)?____________________

Will the child be able to attend every day (barring illness or emergency)?______________________________

X. Information which should be obtained for children attending playschool

- A. Name of child
- B. Age of child
- C. Nickname (if any)
- D. Date of birth
- E. Telephone number of parents
- F. Brothers' and sisters' names and ages
- G. Other information

INFORMATION SHEET

Example of information sheet:

Name of Child__________ __________ __________Age__________

Nickname (if any)__________ __________ ______Date of Birth______

Telephone number where parents or person responsible while child is at playschool can be reached________________________________

Brothers' Names and Ages________________________________

____

Sisters' Names and Ages________________________________

____

Previous experience in organized group play________________

____

List any special health needs of the child (allergies or special assistance)

____

List any other needs of the child________________

Is there anything we should specifically know about your child?________

____

PARENT'S OR GUARDIAN'S SIGNATURE________________

ADDRESS________________________________

HOME TELEPHONE NUMBER________________

Doctor's name and any specific instructions________________

XI. Criteria to be used for selecting books for the preschool child

A. Interesting

B. Desirable length

C. Story content of the book not confusing

D. Suitable style of writing

INFORMATION SHEET

E. Suitable illustrations

F. Extends the child's knowledge or gives him some understanding of human behavior or of the world in which he lives

G. Appropriate conclusion

H. Ethically sound

I. Acceptable physical characteristics

XII. Teaching skills which assist in guiding young children

A. Give directions or suggestions in a positive way

B. Use a quiet, confident tone of voice

C. Give directions in as few words as possible and use simple words

(NOTE: Repeat as necessary.)

D. Offer the child a choice only when the choice is up to him

E. Give the child plenty of time to finish his play if it is possible

F. Make desirable behavior interesting

G. Encourage the child to be independent

H. Let children use all art media such as paints, clay, crayons, or collage materials as avenues for self-expression without models to copy

I. Depend on motivating the child by encouragement and approval

XIII. Rules for guidance when supervising group play

A. Supervise for good health

1. Be sure that each child's clothing is adjusted to the weather

2. Be sure that children practice sanitary habits

3. Protect the child's health

B. Supervise for safety

1. Check equipment to be sure it is safe to use

2. Watch children closely when they are using play equipment which may present dangers

INFORMATION SHEET

XIV. Criteria to be used in preparation of nutritional snacks for children

- A. Should contain all nutrients
- B. Appetite can be stimulated with special treats
- C. Should be prepared and served simply
- D. May become restless if allowed to sit too long
- E. Serve plain foods
- F. May use silverware

Developmental Tasks for Preschool Children

Daily Routines of Rest and Activity

Eating Habits • Toilet Training

Conform to Others Expectations

Become an Autonomous Person

Handle Potentially Dangerous Situations

Physical Skills

Healthy Emotional Expressions

Communicate Effectively

Participate as a Family Member

Basic Understanding of the Meaning of Life

Guides for Students to Follow While Conducting A Playschool

Calm, Unhurried, and Friendly Atmosphere ● Never Laugh At a Child

Move About Room Quietly ● Speak Slowly and In Short Sentences

Respect the Child's Personality ● Avoid Talking to Other Students

Do Not Interfere With a Child's Activity ● Avoid Becoming Too Excited

Be Calm and Cheerful When Children Fall ● Avoid Displaying Too Much Affection to Any Child

GUIDING THE PRESCHOOL CHILD
UNIT I

ASSIGNMENT SHEET #1--DEVELOP SCHEDULE FOR RESPONSIBILITIES

On either an individual basis or as a class activity, develop a schedule of responsibilities for a playschool.

GUIDING THE PRESCHOOL CHILD
UNIT I

ASSIGNMENT SHEET #2--SEND LETTERS TO PARENTS

Write a letter to parents of a child to be invited to the playschool. Include all information which is suggested in the information sheet.

GUIDING THE PRESCHOOL CHILD
UNIT I

ASSIGNMENT SHEET #3--OBSERVE CHARACTERISTICS OF EARLY CHILDHOOD

Observe the children in the playschool to determine if they show the characteristics of early childhood discussed in the information sheet. Give examples of the following characteristics.

1. Ask questions

2. Make-believe

3. Large muscles are developing

4. Appropriate speaking habits

5. Show competitiveness

6. Aggressiveness

7. Maturity and leadership characteristics

GUIDING THE PRESCHOOL CHILD
UNIT I

ASSIGNMENT SHEET #4--OBSERVE PHYSICAL AND PERSONALITY CHARACTERISTICS OF CHILDREN

1. Name of Child ______________________
   Age ______________________
   Sex ______________________

2. What are his physical characteristics?

3. Observe and comment on the following:
   a. Did he share his toys? Give an example.
   b. Did he play with others?
   c. Was he cooperative? Give an example.
   d. In what ways did he show affection toward other children?
   e. In what ways did he show affection toward teenagers and adults?
   f. How did he care for toys and equipment? What toys and equipment did he use?

4. Observe his choice of toys.
   a. What play materials did he use most?
   b. Did his choice of toys reveal any personality characteristics? If so, what?

5. Is he able to express himself? Give an example.

ASSIGNMENT SHEET #4

6. What personality characteristics did you observe which might need guidance and direction?

7. What leadership characteristics did you observe?

GUIDING THE PRESCHOOL CHILD
UNIT I

ASSIGNMENT SHEET #5--OBSERVE FUNDAMENTAL EMOTIONAL NEEDS OF CHILDREN

1. Name of Child________________________________

   Age ________________________________

   Sex ________________________________

   Number of brothers and sisters__________Position in family__________

2. How did he show a need for, or a feeling of security?

3. Did he exhibit any fears? If so, what were they?
   How did he show his fear?

4. What methods did he use to gain recognition (attention)? Were they legitimate methods? Explain.

5. How did the child show affection or the need for it?

6. What were new experiences to him? What was his response to the new experience?

7. Write a paragraph telling your opinion of his emotional control as related to his age.

(NOTE: Teacher may need to supplement this assignment sheet with additional information.)

GUIDING THE PRESCHOOL CHILD
UNIT I

ASSIGNMENT SHEET #6-OBSERVE CHILD FOR GUIDANCE UNIT

1. What evidence of fatigue did you observe?

   a. Unusually active and faster in movements

   b. Louder voice

   c. Eyes glassy, red spots on cheeks

   d. Tenseness

   e. Instability

2. Did any child show signs of fear? How?

   a. Posture (way he holds shoulders)

   b. Head down

   c. Color of face

3. What toys seemed to be enjoyed the most? Why?

4. Did child show signs of excitement? Explain.

(NOTE: Teacher may need to supplement this assignment sheet with additional information.)

GUIDING THE PRESCHOOL CHILD
UNIT I

ASSIGNMENT SHEET #7--OBSERVE CHILDREN AT PLAY

Use the following guide while observing children at play. Spend some time watching children participating in play activities at the playschool or a kindergarten group to better understand the need for and value of play to a child.

1. What toys did the children seem to like best?

2. What toys were used by the three year olds?

3. What toys were used by the five year olds?

4. List some specific activities the children were doing.

   Examples: Fingerpainting, looking at books, playing with toys such as dolls, blocks, cars, tricycles, etc., painting on easel, playing house

5. Were they having fun? What were they learning?

6. Were there any arguments over toys? Did the children settle the argument themselves or did the teacher or mother have to step in?

7. In any group games you observed, did all children participate?

ASSIGNMENT SHEET #7

8. Did the children start the activities themselves or did the supervisor suggest what to do? How much direction did the adult give, once the games were started?

9. Did the children help to put away their toys?

GUIDING THE PRESCHOOL CHILD
UNIT I

ASSIGNMENT SHEET #8--WRITE REPORTS FROM OBSERVATIONS

(NOTE: These reports may be completed all at one time or individually according to the teacher's directions.)

First Report--Due:____

Write on the characteristics of children between the ages of two and five as you have observed them during the observation project.

Use a minimum of five characteristics of each age illustrated with actual incidents seen during this project.

Second Report--Due:____

Report at least five ways of gaining children's cooperation as you see them applied, or as you see opportunities for their application. (Use a minimum of ten examples.)

Final Report--Due:____

Write a brief review of three children in play school. Include what progress you have noticed in the child--his play habits, his ways of getting along with other children, and any other points you have noticed about the child.

Some additional ideas that could be used in reporting. These might be used for a day's absence when it is impossible to observe children, or for extra credit:

"What I Have Learned from Observing Preschool Children"
"How to Tell a Story to a Group of Preschool Children"
"How to Conduct a News Circle"
"Games Suitable for Preschool Children"
"Music for Preschool Children"

GUIDING THE PRESCHOOL CHILD
UNIT I

TEST

1. Define the following terms associated with guiding the preschool child.
   a. Developmental task--
   b. Early childhood--
2. List six developmental tasks of preschool children.
   a.
   b.
   c.
   d.
   e.
   f.
3. Discuss characteristics of early childhood.

4. Discuss advantages for the child in a good nursery school.

5. State the purpose of an organized playschool provided by home economics students.

6. List ten criteria to be used as a basis for developing plans for organizing the playschool.

a.

b.

c.

d.

e.

f.

g.

h.

i.

j.

7. Discuss steps used in preparation for a playschool.

8. List five guides for students to follow while conducting a playschool.

   a.

   b.

   c.

   d.

   e.

9. List six kinds of information which should be included in letters sent to parents of preschool children invited to a playschool.

   a.

   b.

   c.

   d.

   e.

   f.

10. List five types of information which should be obtained for children attending playschool.

a.

b.

c.

d.

e.

11. List five criteria to be used for selecting books for the preschool child.

a.

b.

c.

d.

e.

12. Describe teaching skills which assist in guiding young children.

13. State rules for guidance when supervising group play.

    a.

        1)

        2)

        3)

    b.

        1)

        2)

14. List three criteria to be used in preparation of nutritional snacks for children.

    a.

    b.

    c.

15. Demonstrate the ability to assist other students in planning and conducting a preschool.

    (NOTE: If this has not been accomplished prior to the test, ask your instructor when the above activity should be completed.)

GUIDING THE PRESCHOOL CHILD
UNIT I

ANSWERS TO TEST

1. a. Growth responsibility that arises at or about a certain time in the life of an individual in which successful accomplishment leads to success in later tasks

   b. Children at ages three, four, and five

2. Any six of the following:

   a. Settling into healthy daily routines of rest and activity

   b. Mastering good eating habits

   c. Mastering the basics of toilet training

   d. Developing the physical skills appropriate to his stage of motor development

   e. Becoming a participating member of his family

   f. Beginning to master his impulses and to conform to others' expectations

   g. Developing healthy emotional expressions for a wide variety of experiences

   h. Learning to communicate effectively with an increasing number of others

   i. Developing the ability to handle potentially dangerous situations

   j. Learning to be an autonomous person with initiative and a conscience of his own

   k. Laying foundations for understanding the meanings of life

3. Discussion should include:

   a. Ask questions

   b. Observe

   c. Make-believe

   d. Need to explore and try things out

e. Rapid development of large muscles

1) Needs opportunities to run, climb, slide, and jump

a) Gains control over muscles

b) Develops coordination

2. May perform extremely well in one skill and very poorly in another

f. Speaking habits

1) Three year old--May speak in sentences and use words as tools of thought

2) Four year old

a) Asks many questions

b) Recognizes the relationship between things

c) Displays an active tendency to state an idea and to generalize from it

3) Five year old

a) Talks without infantile speech

b) Can tell a long story

g. Competitiveness appears

h. Aggressiveness appears

4. Discussion should include:

a. School tends to encourage awareness of others rather than self

b. Can reduce sibling rivalry

c. Allows the child to experience life away from the protection of his family

d. Acquaints him with the routine of going to school

e. Encourages self-identity by giving the child a life of his own

f. Promotes self-reliance

g. Allows a child to function where he is developmentally, while at the same time gently stimulating him toward the next stage

  - h. Should develop a child's language
  - i. Should provide exposure to books, art, and play materials not provided in the home
  - j. Should teach concepts underlying good manners; that is, consideration for the rights of others

5. To provide an opportunity to observe young children at play and to have some direct experiences with them

6. Any ten of the following:
  - a. Source(s) of children
  - b. Number and ages of children
  - c. Information about playschool to be given to parents
  - d. Time of arrival for children
  - e. Transportation of children to school
  - f. Method of getting mother's cooperation
  - g. Storage of children's wraps
  - h. Activities to provide within limits of time and space
  - i. Arrangement of room
  - j. Equipment to be used
  - k. Source of playthings
  - l. Types of precautions to take for health and safety
  - m. Responsibility for various activities
  - n. Preparation for responsibilities
  - o. Methods of guiding children in behavior and activities
  - p. Method of observation
  - q. Information to obtain during observation
  - r. Method of evaluation
  - s. Information to obtain about children prior to playschool

7. Discussion should include:

   a. Spend several days making preparation for the playschool

      1) Get room prepared

      2) Collect toys and equipment

      3) Plan responsibilities

      4) Set up schedules for play activities of children

      5) Make decisions on observation procedures

   b. Develop schedule for responsibilities

   c. Send a letter or visit the parents to inform them of the plans for conducting a playschool

      1) Ask permission for their child to participate

      2) Appropriate invitations may be sent to the children inviting them to the playschool

   d. Obtain information about children who will be attending playschool by asking parents to complete a questionnaire

   e. Provide for adequate space in the classroom to accommodate small group and whole group activities

   f. Develop observation sheets and other devices which will be suitable for obtaining information on varying behavior patterns and characteristics of children as they participate in the playschool activities

   g Plan class periods for discussion and evaluation of observations and playschool activities

8. Any five of the following:

   a. The atmosphere of the school should be calm, unhurried, and friendly

   b. Students should speak slowly and in short sentences to children

   c. Laugh with the child; never at the child

   d. If it is necessary to move about the room, do so quietly

   e. Avoid talking to other students and to the children unless working directly with them

   f. Respect the child's personality

g. Avoid displaying too much affection to any one child

h. Be calm and cheerful when children receive a bump or fall down

i. Avoid becoming too excited over things children do

j. Interfere with a child's activity only if he is in danger of hurting himself, is purposefully being destructive, or is interfering with others

k. Observe all children rather than individuals

9. a. Teacher's name

b. Date of playschool

c. Length of playschool

d. Hours of playschool

e. Reasons for school

f. Components of program

10. Any five of the following:

a. Name of child

b. Age of child

c. Nickname (if any)

d. Date of birth

e. Telephone number of parents

f. Brothers' and sisters' names and ages

g. Other information

11. Any five of the following:

a. Interesting

b. Desirable length

c. Story content of the book not confusing

d. Suitable style of writing

e. Sutiable illustrations

f. Extends the child's knowledge or gives him some understanding of human behavior or of the world in which he lives

- g. Appropriate conclusion
- h. Ethically sound
- i. Acceptable physical characteristics

12. Description should include:
    - a. Give directions or suggestions in a positive way
    - b. Use a quiet, confident tone of voice
    - c. Give directions in as few words as possible and use simple words
    - d. Offer the child a choice only when the choice is up to him
    - e. Give the child plenty of time to finish his play if it is possible
    - f. Make desirable behavior interesting
    - g. Encourage the child to be independent
    - h. Let children use all art media such as paints, clay, crayons, or collage materials as avenues for self-expression without models to copy
    - i. Depend on motivating the child by encouragement and approval

13. a. Supervise for good health
        - 1) Be sure that each child's clothing is adjusted to the weather
        - 2) Be sure that children practice sanitary habits
        - 3) Protect the child's health
    - b. Supervise for safety
        - 1) Check equipment to be sure it is safe to use
        - 2) Watch children closely when they are using play equipment which may present dangers

14. Any three of the following:
    - a. Should contain all nutrients
    - b. Appetite can be stimulated with special treats
    - c. Should be prepared and served simply
    - d. May become restless if allowed to sit too long
    - e. Serve plain foods
    - f. May use silverware

15. Evaluated to the satisfaction of the instructor.

MIDDLE CHILDHOOD
UNIT II

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to name general needs, factors which contribute to health needs and basic emotional needs of middle childhood. The student should be able to select from a list those factors which influence social, emotional, and intellectual development and arrange in order the stages of gross motor and speech development. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with middle childhood to the correct definition.
2. Name three general needs related to middle childhood development.
3. Select from a list the age(s) during middle childhood when physical growth takes place most rapidly for both sexes.
4. Name factors causing differences of physical growth development during middle childhood.
5. Match the stages of gross motor development during middle childhood to the ages of occurrence.
6. Name three factors that contribute to proper health needs during middle childhood.
7. Select from a list factors which influence social development.
8. Discuss the importance of peer group relationships during middle childhood.
9. Name basic emotional needs of all children.
10. Select from a list factors which influence emotional development.
11. Discuss reasons children in middle childhood exhibit behavioral problems.
12. Select from a list factors which influence intellectual development.
13. Match the stages of speech development during middle childhood to the ages of occurrence.
14. Observe a class of middle childhood students during a recess period and complete a survey form observing activities and behavior.

MIDDLE CHILDHOOD
UNIT II

SUGGESTED ACTIVITIES

I. Instructor:

  A. Provide students with objective sheet.

  B. Provide students with information and assignment sheets.

  C. Discuss terminal and specific objectives.

  D. Discuss information sheet.

  E. Explain assignment sheet and make arrangements for students to observe elementary children during recess period.

  (NOTE: If this is not possible, this assignment may be completed on an individual basis as an out of class activity.)

  F. Lead discussion of assignment sheets after the observation period.

  G. Supervise students during observation period.

  H. Give test.

II. Students:

  A. Read objectives.

  B. Study information sheet.

  C. Complete assignment sheets by observing elementary school children.

  D. Participate in discussion following observation.

  E. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

  A. Objectives

  B. Information sheet

  C. Assignment Sheet #1--Observe Elementary Children

D. Test

E. Answers to test

II. References:

A. *Human Development and the Family.* Stillwater, Oklahoma: State Department of Vocational and Technical Education, 1969.

B. Ames, Louise Bates. *Child Care and Development.* Philadelphia, Pennsylvania: J. B. Lippincott Company, 1970.

C. Brisbane, Holly E. *The Developing Child.* Peoria, Illinois: Charles A. Bennett Company, Inc., 1971.

D. Shuey, Rebekah M., Elizabeth L. Woods, and Esther Mason Young. *Learning About Children.* Philadelphia, Pennsylvania: J. B. Lippincott Company, 1969.

E. Hurlock, Elizabeth B. *Child Growth and Development.* St. Louis, Missouri: Webster Division: McGraw-Hill Book Company, 1970.

F. Westlake, Helen Gum. *Relationships: A Study in Human Behavior.* Lexington, Massachusetts: Ginn and Company, 1972.

G. Baker, Katherine Read and Xenia F. Fane. *Understanding and Guiding Young Children.* Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1971.

H. Public Documents Distribution Center. *Your Child From 6 to 12* (29K), 1970, Pueblo Industrial Park, Pueblo, Colorado, 81001.

MIDDLE CHILDHOOD
UNIT II

INFORMATION SHEET

I. Terms and definitions

   A. Middle childhood--Stage of being six to twelve years of age

   B. Developmental task--Growth responsibility that arises at or about a certain time in the life of an individual in which successful accomplishments leads to success in later tasks

   C. Personality--The whole person including all his physiological, psychological, and social characteristics

   D. Basic needs--Those things felt to be essential for the individual, family, or society

   E. Maturation--Process of coming to full growth and development

   F. Heredity--Characteristics and potentialities attributable to the genes

   G. Muscular coordination--Ability to move the body effectively depending upon the maturation of the nervous system

   H. Behavior--Manner of behaving or acting

   I. Environment--Surroundings

   J. Puberty--The time of sexual maturing

   K. Sibling--Brother or sister

   L. Gross motor behavior--Way an individual's whole body moves about

   M. Development--Arrival at a more advanced or effective stage

   N. Peer group--A group of like or similar individuals

II. General needs related to middle childhood development

   A. Health

   B. Recreation

   C. Nutrition

III. Ages during middle childhood when physical growth takes place most rapidly--Ten to twelve years of age

   (NOTE: This occurs just before sexual maturity.)

INFORMATION SHEET

IV. Factors causing differences of physical growth development

- A. Heredity
- B. Nutrition
- C. Individual growth patterns
- D. Bone structure
- E. Sex

V. Stages of gross motor development during middle childhood

- A. Six years--Almost constant motion although somewhat clumsy and may fall
- B. Seven years--Cautious; varies between quite active and extremely quiet
- C. Eight years--More active, speedy, rhythmical, and graceful in physical actions
- D. Nine years--Works and plays hard; likely to do one thing till exhausted; loves to wrestle; shows interest in team games
- E. Ten to twelve years--Active, but no longer overly active; more poised as he sits or moves

(NOTE: Research shows that motor development strongly influences peer acceptance which influences self concept.)

VI. Factors which contribute to proper health needs during middle childhood

- A. Food
- B. Sleep
- C. Activity

VII. Factors which influence social development

- A. Family influences
- B. Sibling relations
- C. Peer group

INFORMATION SHEET

VIII. Importance of peer group relationships

  A. Approval

  B. Friendship

    1. Is affectionate

    2. Loves to talk

  C. Personal gratification

  D. Chance to share with others

IX. Basic emotional needs of all children

  A. To love and feel loved

  B. To feel dependent on those around him

  C. To feel protected

  D. To feel safe and secure

  E. To succeed

  F. To feel appreciated and accepted

  G. To feel special

  H. To feel needed

  I. To feel useful

  J. To be disciplined and have limits

  K. To experience both solitude and companionship

  L. To be helped in learning to handle hurt feelings and disappointments in a positive way

  M. To feel joy and pleasure and to express laughter

  N. To have a model of what grown-up people are like

X. Factors which influence emotional development

  A. Environment

  B. Basic individuality

  (NOTE: This includes personality and body type.)

  C. Age

INFORMATION SHEET

XI. Reasons children in middle childhood exhibit behavioral problems

   A. Lack of understanding by others

   B. Earlier problems in the home

   C. Need for attention and love

      1. At home

      2. In school

   D. Additional leisure time

   E. Increased attention given mental illness and juvenile delinquency

XII. Factors which influence intellectual development

   A. School adjustment

   B. Learning abilities and disabilities

   C. Speech development

   D. Heredity

   E. Environment

XIII. Stages of speech development during middle childhood

   A. Six years--May use language aggressively; calls names, threatens, contradicts, argues, and uses slang or mild profanity

   B. Seven years--Uses language complainingly: nobody likes him, people are mean and unfair, he has nobody to play with; if angry, he may retreat into silence

   C. Eight years--May talk a lot, exaggerate, boast, and tell tall tales

   D. Nine to twelve years--Language used as a tool; no longer out of bounds verbally; uses language to express subtle and refined emotions; independent, critical thinking emerges

MIDDLE CHILDHOOD
UNIT II

ASSIGNMENT SHEET #1--OBSERVE ELEMENTARY CHILDREN

Observe a class of middle childhood students during a recess period and answer the following questions.

1. What different types of activities were being played?

2. Were there indications of a peer group relationship? If yes, describe.

3. Did you observe indications of separation of sexes? If yes, describe and give examples.

4. Did you see examples of children progressing through the stages of gross motor development indicated on the information sheet? Explain.

ASSIGNMENT SHEET #1

5. What kinds of behavioral problems did you observe? What might have been some reasons for these problems?

6. Did you see examples of children progressing through the stages of speech development indicated on the information sheet? Explain.

MIDDLE CHILDHOOD
UNIT II

TEST

1. Match the following terms to the correct definition.

_____a. Arrival at a more advanced or effective stage

_____b. Way an individual's whole body moves about

_____c. Brother or sister

_____d. The time of sexual maturing

_____e. Surroundings

_____f. Manner of behaving or acting

_____g. Ability to move the body effectively depending upon the maturation of the nervous system

_____h. Characteristics and potentialities attributable to the genes

_____i. Process of coming to full growth and development

_____j. Those things felt to be essential for the individual, family, or society

_____k. The whole person including all his physiological, psychological, and social characteristics

_____l. Growth responsibility that arises at or about a certain time in the life of an individual in which successful accomplishment leads to success in later tasks

_____m. Stage of being six to twelve years of age

_____n. A group of like or similar individuals

1. Behavior
2. Basic needs
3. Development
4. Developmental task
5. Environment
6. Gross motor behavior
7. Heredity
8. Maturation
9. Middle childhood
10. Muscular coordination
11. Personality
12. Puberty
13. Peer group
14. Sibling

2. Name three general needs related to middle childhood development.

   a.

   b.

   c.

3. Select and place an "X" to the left of the age(s) during middle childhood when physical growth takes place most rapidly for both sexes.

   ______a. Six to eight years

   ______b. Eight to ten years

   ______c. Ten to twelve years

4. Name four factors causing differences of physical growth development during middle childhood.

   a.

   b.

   c.

   d.

5. Match the stages of gross motor development during middle childhood to the ages of occurrence on the right.

   ______a. Cautious; varies between quite active and extremely quiet

   ______b. Works and plays hard; likely to do one thing till exhausted; loves to wrestle; shows interest in team games

   ______c. Active, but no longer overly active; more poised as he sits or moves

   ______d. More active, speedy, rhymical, and graceful in physical actions

   ______e. Almost constant motion although some what clumsy and may fall

   1. Six years
   2. Seven years
   3. Eight years
   4. Nine years
   5. Ten to twelve years

6. Name three factors that contribute to proper health needs during middle childhood.

   a.

   b.

   c.

7. Select and place and "X" to the left of those factors which influence social development.

    _____a. Peer group

    _____b. Amount of food eaten

    _____c. Name

    _____d. Family influences

    _____e. Sibling relations

8. Discuss the importance of peer group relationships during middle childhood.

9. Name eight basic emotional needs of all children.

    a.

    b.

    c.

    d.

    e.

    f.

    g.

    h.

10. Select and place an "X" to the left of those factors which influence emotional development.

______a. Nutrition

______b. Basic individuality

______c. Age

______d. Grade in school

______e. Environment

______f. Family size

11. Discuss reasons children in middle childhood exhibit behavioral problems.

12. Select and place an "X" to the left of those factors which influence intellectual development.

______a. Heredity

______b. Name

______c. School adjustment

______d. Environment

______e. Speech development

______f. Number of children in family

______g. Learning abilities and disabilities

______h. Economic success

13. Match the stages of speech development on the left to the age of occurrence on the right

______a. Uses language complainingly: nobody likes him, people are mean and unfair, he has nobody to play with; if angry, he may retreat into silence

______b. Language used as a tool; no longer out-of-bounds verbally; uses language to express subtle and refined emotions; independent; critical thinking emerges

______c. May talk a lot, exaggerate, boast, and tell tall tales

______d. May use language aggressively; calls names, threatens, contradicts, argues, and uses slang or mild profanity

1. Six years
2. Seven years
3. Eight years
4. Nine to twelve years

14. Observe a class of middle childhood students during a recess period and complete a survey form observing activities and behavior.

(NOTE: If this has not been accomplished prior to the test, ask the instructor when the above activity should be completed.)

MIDDLE CHILDHOOD
UNIT II

ANSWERS TO TEST

1. a. 3
   b. 6
   c. 14
   d. 12
   e. 5
   f. 1
   g. 10
   h. 7
   i. 8
   j. 2
   k. 11
   l. 4
   m. 9
   n. 13
2. a. Health
   b. Recreation
   c. Nutrition
3. c
4. Any four of the following:
   a. Heredity
   b. Nutrition
   c. Individual growth patterns
   d. Bone structure
   e. Sex

5. a. 2
   b. 4
   c. 5
   d. 3
   e. 1
6. a. Food
   b. Sleep
   c. Activity
7. a
   d
   e
8. Discussion should include:
   a. Approval
   b. Friendship
      1) Is affectionate
      2) Loves to talk
   c. Personal gratification
   d. Chance to share with others
9. Any eight of the following:
   a. To love and feel loved
   b. To feel dependent on those around him
   c. To feel protected
   d. To feel safe and secure
   e. To succeed
   f. To feel appreciated and accepted
   g. To feel special
   h. To feel needed

i. To feel useful

j. To be disciplined and have limits

k. To experience both solitude and companionship

l. To be helped in learning to handle hurt feelings and disappointments in a positive way

m. To feel joy and pleasure and to express laughter

n. To have a model of what grown-up people are like

10. b

    c

    e

11. Discussion should include:

    a. Lack of understanding by others

    b. Earlier problems in the home

    c. Need for attention and love

        1. At home

        2. In school

    d. Additional leisure time

    e. Increased attention given mental illness and juvenile delinquency

12. a

    c

    d

    e

    g

13. a. 2

    b. 4

    c. 3

    d. 1

14. Evaluated to the satisfaction of the instructor.

LABELING
UNIT I

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to list and discuss various sources of information about fabrics, discuss the purpose of federal laws (specifically the Textile Fiber Products Identification Act), and discuss other information to look for on tags and labels. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Define terms associated with textile labeling.
2. List sources of information about fabrics.
3. Select the most reliable source of information for any specific textile product.
4. Name major points of concern the customer has when buying fabrics.
5. Discuss the purpose of federal laws regarding labels.
6. Explain the function of the Federal Trade Commission.
7. State the major provisions of the Textile Fiber Products Identification Act of 1960.
8. List points to look for on tags and labels of fabrics and clothing.

LABELING
UNIT I

SUGGESTED ACTIVITIES

I. Instructor:

   A. Provide students with objective sheet.

   B. Provide students with information sheet.

   C. Make transparencies.

   D. Discuss terminal and specific objectives.

   E. Discuss information sheet.

   F. Require students to bring various labels and hang-tags for the class to compare consumer information.

   G. Assign special reports to those students interested in recent textile legislation.

   H. Give test.

II. Student:

   A. Read objectives.

   B. Study information sheet.

   C. Bring labels and hang-tags to compare in class.

   D. Do special report if assigned by teacher.

   E. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

   A. Objectives

   B. Information sheet

   C. Transparency masters

      1. TM 1--Provisions of Textile Fiber Products Identification Act

      2. TM 2--Label Information

D. Test

E. Answers to test

II. References:

A. Books

1. Dunn, Lucilie, Annetta Bailey, and Wanda Vansickle, Ph.D., *Steps in Clothing Skills.* Peoria, Illinois: Charles A. Bennett Company, Inc., 1970.

2. McDermott, Irene E., and Jeanne L. Norris. *Opportunities in Clothing.* Peoria, Illinois: Charles A. Bennett Company, Inc., 1968.

3. Craig, Hazel Thompson. *Clothing: A Comprehensive Study.* Philadelphia, Pennsylvania: J. B. Lippincott Company, 1968.

4. Barclay, Marion S., Frances Champion, Jeanne Hayden Brinkley, and Kathleen W. Funderburk. *Teen Guide to Homemaking.* New York: Webster Division, McGraw-Hill Book Company, 1972.

B. Pamphlets

1. *Your Clothing Dollar*, 1972, 40pp., 25 cents, Money Management Institute, Household Finance Corporation, Prudential Plaza, Chicago, Illinois, 60601.

2. *Care Labeling of Textile Wearing Apparel, 1971, 51 pp., free,* Federal Trade Commission, Washington, D.C. 20580.

3. *Textile Fibres and Care,* 1971, 1 page leaflet, free, Department of Consumer and Corporate Affairs, Ottawa, Canada.

LABELING
UNIT I

INFORMATION SHEET

I. Terms and definitions

   A. Textiles--Fabric or material suitable for making garments

   B. Generic--Relating to or characteristic of a whole group or class

   (NOTE: Generic name refers to a family of fibers which all have similar chemical compositions.)

II. Sources of information about fabrics

   A. Tags

   B. Pamphlets

   C. Booklets

   D. Newspapers

   E. Periodicals

   F. Scientific publications

   G. Advertisements in newspapers, radio, and television

   H. Reliable salespeople

III. Most reliable source of information for any specific textile product is the label and/or hang-tag

IV. Major points of concern the customer has when buying fabrics

   A. Performance

   B. Care of fabric

   C. Fiber content

   D. Cost

   E. Fashion or style

   F. Brands and labels

INFORMATION SHEET

V. Purpose of federal laws regarding labels

   A. To provide protection for the buyer

   B. To protect the consumer from misrepresentation

VI. Function of the Federal Trade Commission--Government agency charged with the responsibility of preventing unfair competition in trade between states and with foreign nations

VII. Major provisions of the Textile Fiber Products Identification Act of 1960 (Transparency 1)

   A. All garments and piece goods must be labeled according to their fiber content

   B. All fibers that constitute 5% or more of the content must be designated by generic name

VIII. Points other than major provisions to look for on tags and labels (Transparency 2)

   A. Fiber content

   B. Size

   C. Brand name

   E. Shrinkage expectancy

   E. Special finishes

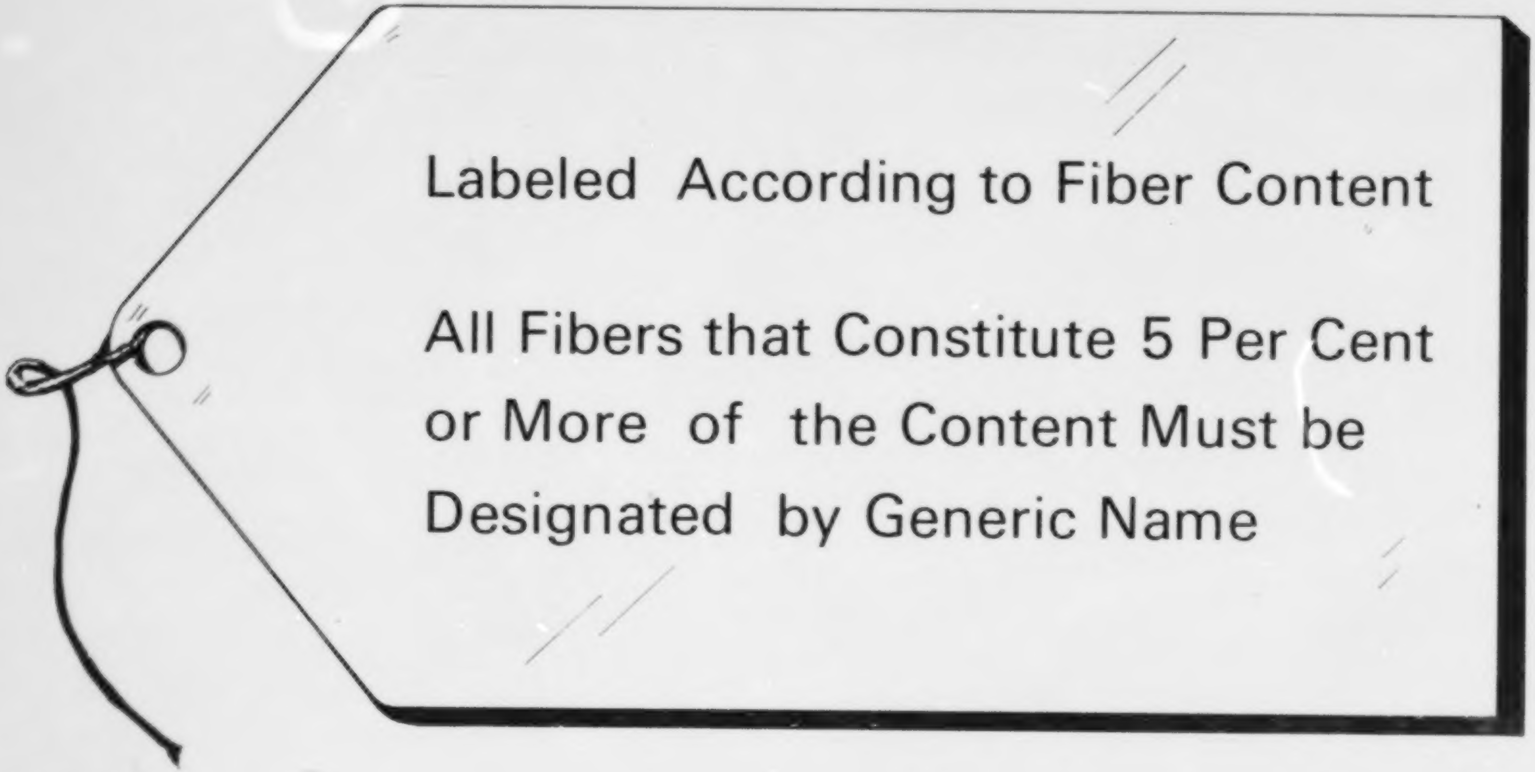
   F. Care suggestions

   G. Price

   H. Guarantee or warranty

   I. Manufacturer

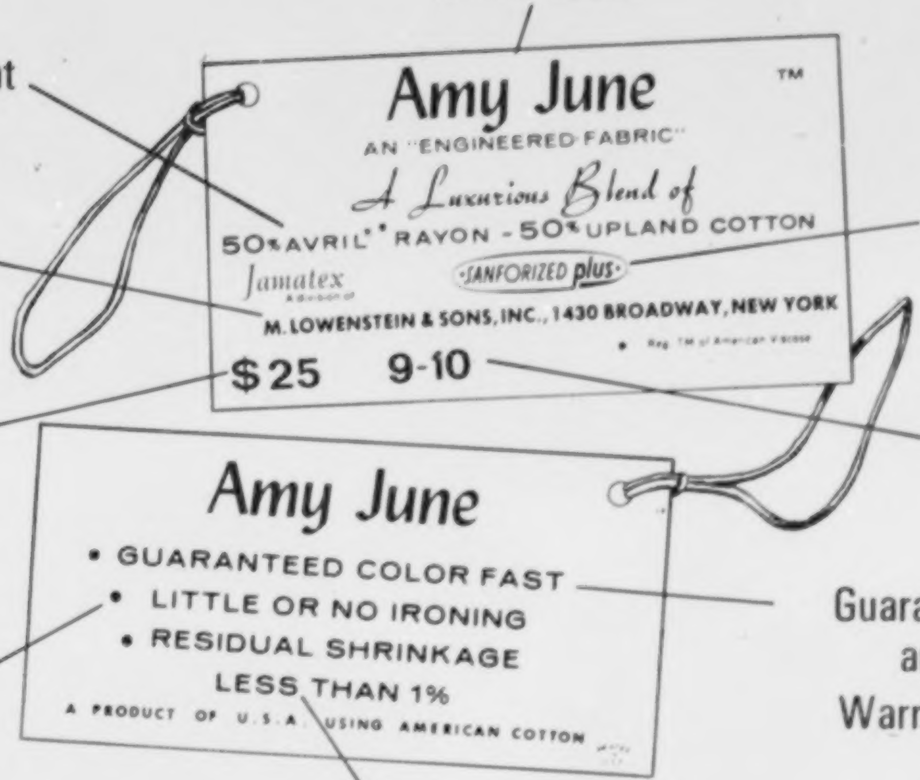
Provisions of the Textile Fiber Products Identification Act



Labeled According to Fiber Content

All Fibers that Constitute 5 Per Cent or More of the Content Must be Designated by Generic Name

Label Information



Brand Name

Fiber Content

Manufacturer

Price

Care Suggestions

Special Finishes

Size

Guarantees and Warranties

Shrinkage Expectancy

Amy June ™

AN "ENGINEERED FABRIC"

A Luxurious Blend of

50% AVRIL®* RAYON - 50% UPLAND COTTON

Jamatex

SANFORIZED plus

M. LOWENSTEIN & SONS, INC., 1430 BROADWAY, NEW YORK

* Reg. TM of American Viscose

$25 9-10

Amy June

- GUARANTEED COLOR FAST
- LITTLE OR NO IRONING
- RESIDUAL SHRINKAGE LESS THAN 1%

A PRODUCT OF U.S.A. USING AMERICAN COTTON

LABELING
UNIT I

TEST

1. Define the following terms.

   A. Textiles--

   B. Generic--

2. List five reliable sources for obtaining information about fabrics.

   a.

   b.

   c.

   d.

   e.

3. Place an "X" to the left of the most reliable source of information for any specific textile product.

   _____a. Newspaper advertisements

   _____b. Best friend

   _____c. Label and/or hang-tag

   _____d. Saleslady

4. Name four major points of concern the consumer has when buying fabrics.

   a.

   b.

   c.

   d.

5. Discuss the purpose of federal laws regarding labels.

6. Explain the function of the Federal Trade Commission.

7. State the major provisions of the Textile Fiber Products Identification Act of 1960.

   a.

   b.

8. List six points to look for on tags and labels.

   a.

   b.

   c.

   d.

   e.

   f.

LABELING
UNIT I

ANSWERS TO TEST

1. a. Fabric or material suitable for making garments
   b. Relating to or characteristic of a whole group or class
2. Any five of the following:
   a. Tags
   b. Pamphlets
   c. Booklets
   d. Newspapers
   e. Periodicals
   f. Scientific publications
   g. Advertisements in newspapers, radio, and television
   h. Reliable salespeople
3. c
4. Any four of the following:
   a. Performance
   b. Care of fabric
   c. Fiber content
   d. Cost
   e. Fashion or style
   f. Brands and labels
5. Discussion should include:
   a. To provide protection for the buyer
   b. To protect the consumer from misrepresentation

6. Government agency charged with the responsibility of preventing unfair competition in trade between states and with foreign nations

7. a. All garments and piece goods must be labeled according to their fiber content

   b. All fibers that constitute 5% or more of the content must be designated by generic name

8. Any six of the following:

   a. Fiber content

   b. Size

   c. Brand name

   d. Shrinkage expectancy

   e. Special finishes

   f. Care suggestions

   g. Price

   h. Guarantee or warranty

   i. Manufacturer

TEXTILES
UNIT II

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to list classes of textile fibers, methods of fabric construction, characteristics of fabrics, and natural fibers. The student should be able to identify weaves and discuss reasons for blending fibers and basic methods of applying design to fabric. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with textiles to the correct definition.
2. Name two main classes of textile fibers.
3. List four natural fibers and a source of each.
4. Discuss briefly man-made fibers and their sources.
5. Name three methods of fabric construction.
6. List characteristics of fabrics which are influenced by the method of fabric construction.
7. Identify four methods of weaving.
8. Discuss reasons for blending fibers.
9. Discuss two basic methods of applying design to fabric.
10. Name purposes of applying finishes to fabrics.

TEXTILES
UNIT II

SUGGESTED ACTIVITIES

I. Instructor:

   A. Provide students with objective sheet.

   B. Provide students with information and assignment sheets.

   C. Make transparencies.

   D. Discuss terminal and specific objectives.

   E. Discuss information and assignment sheets.

   F. Provide samples of fabrics for the students to observe for completion of Assignment Sheet #1.

   G. Give test.

II. Student:

   A. Read objectives.

   B. Study information sheet and complete assignment sheet.

   C. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

   A. Objectives

   B. Information sheet

   C. Transparency masters

      1. TM 1-Methods of Fabric Construction

      2. TM 2-Methods of Weaving

   D. Assignment Sheet #1-Determine Methods of Fabric Construction

   E. Test

   F. Answers to test

II. References:

A. Craig, Hazel Thompson. *Clothing: A Comprehensive Study.* Philadelphia, Pennsylvania: J. B. Lippincott Company, 1968.

B. Carson, Byrta. *How You Look and Dress.* St. Louis, Missouri: Webster Division, McGraw-Hill Book Company, 1969.

C. Dunn, Lucille, Annetta Bailey and Wanda Vansickle, Ph.D. *Steps in Clothing Skills.* Peoria, Illinois: Charles A. Bennett Company, Inc., 1970.

TEXTILES
UNIT II

INFORMATION SHEET

I. Terms and definitions

A. Textile--Fabric or material suitable for making garments

B. Weaving--Interlacing of two sets of yarns

C. Finish--Anything that is done to fiber, yarn, or fabric either before or after weaving or knitting to change appearance, hand, and performance

D. Fabric--Cloth that is made by assembling fibers or yarns

E. Fibers--Hair like substances which are twisted together into yarns large enough and strong enough for weaving into cloth

F. Yarn--Grouping of fibers into a continuous strand

G. Blends--Two or more different types of fibers spun together to form a yarn

(NOTE: Blends usually take on the good qualities of each kind of fiber used in the yarn.)

H. Filament yarns--Single continuous fibers

(NOTE: Filament yarns are made from filament fibers.)

I. Staple fibers--Short fibers

(NOTE: Many staple fibers are twisted together to make spun or short yarns.)

J. Ply yarn--Made by a second twisting operation which combines two or more singles to increase the diameter, strength, or quality

(NOTE: Each part of the yarn is called a ply.)

K. Single yarn--Product of the first twisting operation which is performed by the spinning frame

L. Warp yarns--Vertical or lengthwise yarns which run parallel with the selvage

M. Filling yarns--Horizontal or crosswise yarns which run at right angles to the selvage

N. Selvage--Lengthwise edge of fabric formed as the filling yarns turn back at the edges and go to the other side during the weaving process

INFORMATION SHEET

O. Bias--Any position that does not follow the threads of the fabric

(NOTE: True bias is the diagonal of a perfect square on the straight of the grain.)

P. Grain--Direction of weaving

Q. Sanforized--Shrink resistant guarantee which says that garments will not shrink beyond one percent

R. Mercerizing--A process of treating threads or fabrics with lye water which increases the luster, strength, and elasticity of textiles and makes them easier to dye

S. Wash and wear--Finish applied to make garment crease resistant during wear, washing, and drying

T. Water-repellent--Textiles which have received finish so that they resist water

U. Waterproof--Textiles such as rubber, plastic, and coated fabrics which cannot be penetrated by water

V. Fire-retardant--Used interchangeably with flame resistant to mean a chemical finish applied to fabric which makes it slow to ignite or less likely to burn

W. Pre-shrunk--Shrink resistant guarantee which says that garments will not shrink beyond three percent

X. Permanent press--Shape setting process which makes it possible for entire garment to be washed and worn many times with little or no ironing

II. Classes of textile fibers

A. Natural

B. Man-made

III. Natural fibers and their sources

A. Cotton--Cotton plant

B. Linen--Flax

C. Wool--Fleece of sheep

D. Silk--Silk worm

INFORMATION SHEET

IV. Man-made fibers and their sources

  A. Transitional--Combinations of man-made and natural substances

    1. Rayon

    2. Acetate

    3. Triacetate

  B. Synthetic--Made entirely of chemical substances

    1. Nylon

    2. Polyesters

    3. Acrylics

V. Methods of fabric construction (Transparency 1)

  A. Interlocking of fibers

  (NOTE: Sometimes called felting)

  B. Weaving

  C. Knitting

VI. Characteristics influenced by the method of fabric construction

  A. Surface texture

  B. Design

  C. Stability

  D. Durability

  E. Absorbency

VII. Methods of weaving (Transparency 2)

  A. Plain weave

  (NOTE: Filling yarn passes first over and then under the warp yarns with the process reversed in each row.)

  Examples: Organdy, muslin, gingham, and burlap

INFORMATION SHEET

B. Basket weave

(NOTE: This is a variation of the plain weave in which two or more yarns are used in both the warp and filling.)

Examples: Hopsacking, Oxford cloth, and basket weave woolens

C. Twill weave

(NOTE: Recognized by diagonal ridges formed by the yarns exposed on the surface)

Examples: Denim and gabardine

D. Satin weave

(NOTE: Warp yarns pass or "float" over several yarns before interlacing with filling yarn to produce a high luster. In sateen weave the process is reversed and the filling yarns float.)

VIII. Reasons for blending fibers

A. Economy

B. Variety

C. Greater warmth and strength

D. Less shrinkage or absorbency

E. Resistance to abrasion, wrinkling, and pilling

IX. Basic methods of applying design to fabric

A. Printing

1. Dye or ink is used to form design on the surface

2. Prints are applied after fabric is made

B. Weaving

1. Colorfast dyes are used as fabric is woven

2. Two or more colors of yarns are used

(NOTE: Woven stripes should be straight because the yarns that form the striped design also form the grainline of the fabric.)

INFORMATION SHEET

X. Purposes of applying finishes

A. To prevent shrinkage when washed and dried

B. To prevent fabric from easily wrinkling

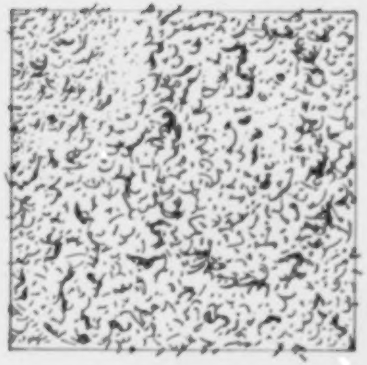
C. To give fabric body

D. To help fabrics stay clean easier

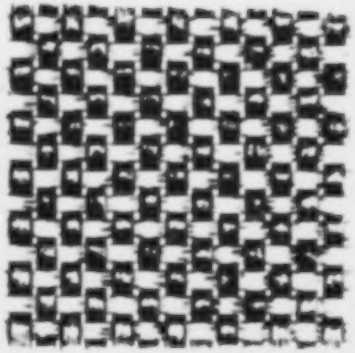
E. To prevent water from soaking into fibers

F. To prevent fabrics from catching fire quickly

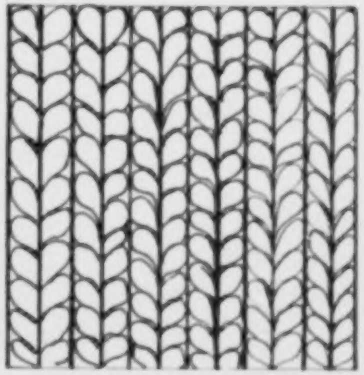
Methods of Fabric Construction



Felting

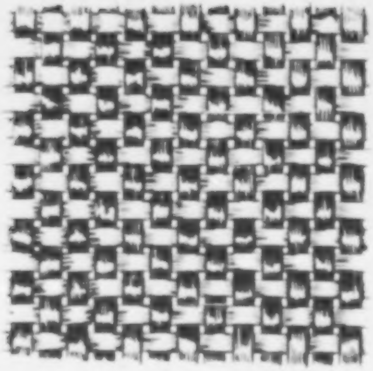


Weaving

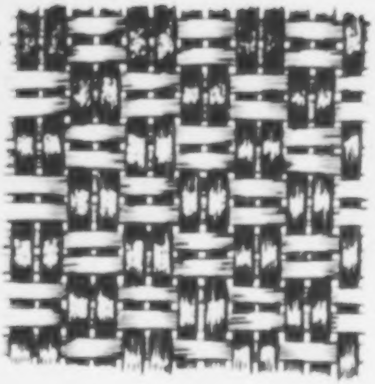


Knitting

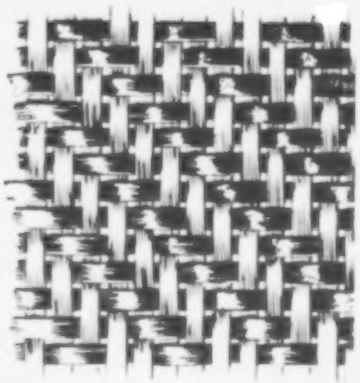
Methods of Weaving



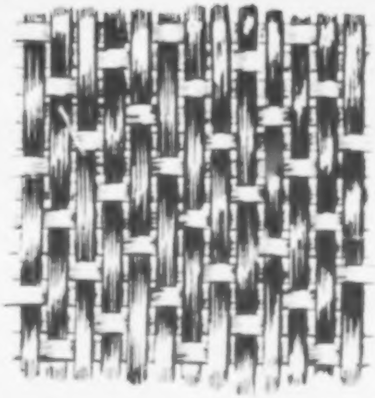
Plain Weave



Basket Weave



Twill Weave



Satin Weave

TM 2

H.E. II - 27-C

TEXTILES
UNIT II

ASSIGNMENT SHEET #1--DETERMINE METHODS OF FABRIC CONSTRUCTION

Observe the samples of fabrics which your teacher has provided for you. Identify the method of contruction used.

TEXTILES
UNIT II

TEST

1. Match the terms on the right to the correct definition.

_____a. Cloth that is made by assembling fibers or yarns

_____b. Made by a second twisting operation which combines two or more singles to increase the diameter, strength, or quality

_____c. Horizontal or crosswise yarns which run at right angles to the selvage

_____d. Two or more different types of fibers spun together to form a yarn

_____e. Shrink resistant guarantee which says that garments will not shrink beyond one percent

_____f. Textiles which have received finish so that they resist water

_____g. Product of the first twisting operation which is performed by the spinning frame

_____h. Fabric or material suitable for making garments

_____i. Short fibers

_____j. Used interchangeably with flame resistant to mean a chemical finish applied to fabric which makes it slow to ignite or less likely to burn

_____k. A process of treating threads or fabrics with lye water which increases luster, strength, and elasticity of textiles and makes them easier to dye

1. Ply yarn
2. Fibers
3. Finish
4. Single yarn
5. Water-repellent
6. Selvage
7. Filament yarns
8. Textile
9. Fire-retardant
10. Blends
11. Filling yarns
12. Fabric
13. Mercerizing
14. Bias
15. Waterproof
16. Weaving
17. Yarn
18. Wash and wear
19. Grain
20. Staple fibers
21. Preshrunk
22. Warp yarns

______l. Finish applied to make garment crease resistant during wear, washing, and drying

______m. Lengthwise edge of fabric formed as the filling yarns turn back at the edges and go to the other side during the weaving process

______n. Textiles such as rubber, plastic, and coated fabrics which cannot be penetrated by water

______o. Vertical or lengthwise yarns which run parallel with the selvage

______p. Single continuous fibers

______q. Hair like substances which are twisted together into yarns large enough and strong enough for weaving into cloth

______r. Interlacing of two sets of yarns

______s. Anything that is done to fiber, yarn, or fabric, either before or after weaving or knitting to change appearance, hand, and performance

______t. Grouping of fibers into a continuous strand

______u. Any position that does not follow the threads of the fabric

______v. Direction of weaving

______w. Shape setting process which makes it possible for entire garment to be washed and worn many times with little or no ironing

______x. Shrink resistant guarantee which says that garments will not shrink beyond three percent

23. Permanent press
24. Sanforized

2. Name two main classes of textile fibers.

a.

b.

3. List four natural fibers and one source of each.

   a.

   b.

   c.

   d.

4. Discuss briefly man-made fibers and their sources.

5. Name three methods of fabric construction.

   a.

   b.

   c.

6. List four characteristics of fabrics which are influenced by the method of fabric construction.

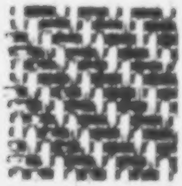
   a.

   b.

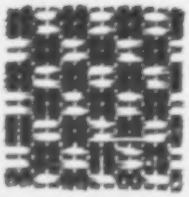
   c.

   d.

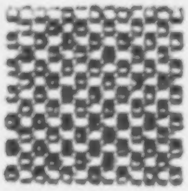
7. Identify the following four methods of weaving.



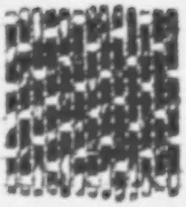
a. ____________________



b. ____________________



c. ____________________



d. ____________________

8. Discuss reasons for blending fibers.

9. Discuss two basic methods of applying design to fabric.

   a.

   b.

10. Name four purposes of applying finishes to fabrics.

TEXTILES
UNIT II

ANSWERS TO TEST

1. a. 12
   b. 1
   c. 11
   d. 10
   e. 24
   f. 5
   g. 4
   h. 8
   i. 20
   j. 9
   k. 13
   l. 18
   m. 6
   n. 15
   o. 22
   p. 7
   q. 2
   r. 16
   s. 3
   t. 17
   u. 14
   v. 19
   w. 23
   x. 21

2. a. Natural
   b. Man-made
3. a. Cotton--Cotton plant
   b. Linen--Flax
   c. Wool--Fleece of sheep
   d. Silk--Silk worm
4. Discussion should include:
   A. Transitional--Combinations of man-made and natural substances
      1. Rayon
      2. Acetate
      3. Triacetate
   B. Synthetic--Made entirely of chemical substances
      1. Nylon
      2. Polyesters
      3. Acrylics
5. a. Interlocking of fibers
   b. Weaving
   c. Knitting
6. Any four of the following:
   a. Surface texture
   b. Design
   c. Stability
   d. Durability
   e. Absorbency
7. a. Twill
   b. Basket
   c. Plain
   d. Satin

8. Discussion should include:
    a. Economy
    b. Variety
    c. Greater warmth and strength
    d. Less shrinkage or absorbency
    e. Resistance to abrasion, wrinkling, and pilling
9. a. Printing
        1) Dye or ink is used to form design on the surface
        2) Prints are applied after fabric is made
    b. Weaving
        1) Colorfast dyes are used as fabric is woven
        2) Two or more colors of yarns are used
10. Any four of the following:
    a. To prevent shrinkage when washed and dried
    b. To prevent fabric from easily wrinkling
    c. To give fabrics body
    d. To help fabrics stay clean easier
    e. To prevent water from soaking into fibers
    f. To prevent fabrics from catching fire quickly

BUYING READY TO WEAR GARMENTS
UNIT III

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to write questions to ask when buying ready-to-wear garments, describe points to consider when buying a dress, and list factors to help in spending money wisely. The student should be able to discuss qualities essential to all garments, general check points for garment workmanship and fit, and differences in costs of self-made and ready-to-wear garments. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with buying ready-to-wear garments to the correct definition.
2. Write questions to consider before buying ready-to-wear garments.
3. Name basic rules of buymanship.
4. Discuss points to consider when buying a dress.
5. List factors to help in spending money wisely.
6. Select factors which help the consumer to know when a sale means savings.
7. Discuss qualities essential to all garments.
8. List general standards of a well fitted garment.
9. Discuss general information for checking garment workmanship and fit.
10. Match characteristics to three price ranges of garments.
11. Explain in writing the differences in costs of self-made and ready-made garments.
12. Demonstrate the ability to:
    a. Select a garment when given a choice of several garments from which to choose.
    b. Classify garments into three price ranges.

BUYING READY TO WEAR GARMENTS
UNIT III

SUGGESTED ACTIVITIES

I. Instructor:

  A. Provide students with objective sheet.

  B. Provide students with information and assignment sheets.

  C. Make transparencies.

  D. Discuss terminal and specific objectives.

  E. Discuss information and assignment sheets.

  F. Provide garments for the students to use in completion of assignment sheets 2 and 3. A field trip to a dress shop or having a resource person bring garments to class would be appropriate for these activities, or they could be modified to become take home assignments.

  G. Give test.

II. Student:

  A. Read objectives.

  B. Study information sheet and complete each assignment sheet.

  C. Take field trip to dress shop.

  D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

  A. Objectives

  B. Information sheet

  C. Transparency masters

    1. TM 1--Points to Consider When Buying a Dress

    2. TM 2--Standards of a Well Fitted Garment

D. Assignment sheets

1. Assignment Sheet #1--Prepare a Checklist

2. Assignment Sheet #2--Selection of Garment

3. Assignment Sheet #3--Classify Garments into Price Ranges

E. Answers to Assignment Sheet #1

F. Test

G. Answers to test

II. References:

A. Books

1. Barclay, Marion S., Frances Champion, Jeanne Hayden Brinkley and Kathleen W. Funderburk. *Teen Guide to Homemaking. New York: Webster Division, McGraw-Hill Book Company, 1972.*

2. *Carson, Byrta. How You Look and Dress.* St. Louis, Missouri: Webster Division, McGraw-Hill Book Company, 1969.

3. Sturm, Mary Mark, Edwina Hefley Grieser. *Guide to Modern Clothing.* St. Louis, Missouri: Webster Division, McGraw-Hill Book Company, 1968.

4. Craig, Hazel Thompson. *Clothing: A Comprehensive Study.* Philadelphia, Pennsylvania: J. B. Lippincott Company, 1968.

B. Pamphlet--Consumer Information Services, Department 703--Public Relations. *Selecting Teen Fashions.* Chicago, Illinois: Sears Roebuck and Company, 1971.

BUYING READY TO WEAR GARMENTS
UNIT III

INFORMATION SHEET

I. Terms and definitions

  A. Ready-to-wear--Garments purchased in their completed form rather than as fabric to be constructed

  B. Fad--Styles which come and go rapidly, usually lasting no more than a season

  C. Fashion--Styles that stay popular for a varying period of years

  D. Style--Accepted design which repeats

II. Questions to consider before buying ready-to-wear garments

  A. Is the fabric suitable for the garment?

  B. Will the fabric performance be in keeping with that expected of the garment?

  C. Are the fabric finishes desirable for the type of garment?

  (NOTE: The way a garment is put together not only affects its looks when new, but also gives an indication of the wear you can expect.)

III. Basic rules of buymanship

  A. Spend the "big money" where it counts most

    (NOTE: For instance, if you need a new coat, even though you may not buy it early, make an allowance for it first when planning your expenditures.)

  B. Do not go on an impulsive spending spree

  C. Think in terms of different effects you can obtain by coordinating separates

  D. Shop for fashion at a price that fits your pocketbook

  E. Consider the upkeep of clothing

  F. Shop for accessories carefully

  G. Check to see how apparel looks in back when you try it on

  H. Unless completely satisfied with appearance and fit, do not buy the garment

INFORMATION SHEET

IV. Points to consider when buying a dress (Transparency 1)

   A. Color--Becoming to your personality, skin, hair, and eyes

   B. Design--Flattering to your figure

   C. Fabric

      1. Wrinkle resistant

      2. Easily laundered or dry cleaned

   D. Trimming

      1. Attractive

      2. Easy to handle in cleaning

   E. Sleeves

      1. Comfortable

      2. Proper length for style

   F. Seams

      1. Straight

      2. Deep enough for strength

      3. Proper length of stitches

         (NOTE: Long stitches may indicate poor quality.)

   G. Armholes

      1. Comfortable

      2. Correct location

   H. Design in fabric--Matches at key seam lines

   I. Hemline

      1. Even

      2. Sturdy hem which is invisible on outside of garment

V. Factors to help in spending money wisely

   A. Buy simple, basic clothing rather than elaborate clothing since it can be worn on numerous occasions

   B. Buy clothing that can be worn more than one season

INFORMATION SHEET

C. Avoid colors that you tire of easily

D. Think twice before you buy a certain color or type of garment just because everybody is wearing it

E. Consider care expense in relation to overall expense of garment

(NOTE: Light colored garments may readily show soil.)

F. Plan your shopping to avoid buying clothing in a hurry or in a haphazard way

G. Avoid poorly constructed garments, regardless of how inexpensive, because they usually wear out in a very short time

H. Invest the largest part of your clothing allowance in those articles that receive the hardest wear, such as your coat and school clothes

I. Avoid having too many of one kind of clothing in your wardrobe

J. Avoid buying clothing that can be worn only for one occasion

K. Watch for sales, but buy only if you find something you really need

L. Buy good accessories

M. Buy clothing you enjoy wearing

VI. Factors which help the consumer to know when a sale means savings

A. If there is an immediate or near-future need for the merchandise

B. If the color and style fit into your wardrobe

C. If the garment fits correctly or requires only minor alteration

D. If it can be bought without adding interest or carrying charges which offset the savings

VII. Qualities essential to all garments

A. Appeal

1. Color, style, texture or a combination of these or other elements

2. A basic appeal or only a passing one

3. Becoming to you and thus appeals to those who see you wear it

(NOTE: Reject items lacking appeal so that your wardrobe is consistently successful.)

INFORMATION SHEET

B. Comfort

1. Quality which makes you feel physically at ease

   (NOTE: May be determined by fit and fiber content.)

2. Important for the enjoyment of clothing

   (NOTE: Clothing that is comfortable does not need to be adjusted and you are unaware of it during use.)

C. Satisfaction

1. Quality by which a garment fulfills your expectations

2. Questions to ask when checking for satisfaction

   a. Does the garment harmonize with accessories?

   b. Does it fit correctly?

   c. Does it have the special qualities for which you are looking?

   d. Is the price reasonable in relation to the service expected?

VIII. General standards of a well fitted garment (Transparency 2)

A. Key lines on grain

B. Lines conform to body structure

C. Garment hangs smooth

D. Adequate ease

E. Balanced garment

IX. General information for checking garment workmanship and fit

A. Grain of fabric

1. Make certain the center, front, and back are on the grain or straight of fabric so that the garment hangs well

2. Observe if sleeves are on the straight of the grain so that they do not twist

B. Seams

1. Look for even stitching, especially top stitching

2. Look for adequate width of seams that show no signs of puckering

INFORMATION SHEET

3. Make sure plaids and stripes match at seams
4. Check for reasonable length of stitching

C. Hems
   1. Analyze for evenness
   2. Scan for adequate depth

D. Pockets
   1. See that patch pockets match
   2. Look for reinforcements at the top corners
   3. Check for even application

E. Collars
   1. Examine centering
   2. Confirm smooth corners
   3. See that plaids and stripes match

F. Fastenings
   1. Examine worked buttonholes for stitching
   2. Examine bound buttonholes for even binding and firm ends
   3. Test to see if zippers open and close easily
   4. See that buttons are firmly sewed in place

G. Linings
   1. Insure that lining requires the same cleaning as outer garment
   2. Observe that the better linings are an equal weight fabric with similar stretch as the garment

H. See that trim coordinates to the design and fabric of the garment

INFORMATION SHEET

X. Price ranges of garments and their characteristics

(NOTE: Check the cost of a garment against budget and value expected from the garment.)

A. Low

1. Often of poor quality

2. Usually expensive because of lack of service

3. Occasionally a wise choice for garments to be worn once or only a few times

B. Middle

1. Likely to have the better lasting qualities

2. Usually has the best qualities for the price

C. High

1. Sometimes in highest price range because they are high fashion

2. Possibly of unique or uneasily obtained fabric

3. Unlikely that garment gives exceptional or longer wear

4. May be paying for brand name and store

XI. Differences in costs of self-made and ready-to-wear garments

A. Using the same fabric as in the ready- made garment, a self-made garment should cost considerably less depending upon finishes and patterns used

B. Obtaining the services of a dressmaker should save over buying ready-to-wear

(NOTE: Some sources state as much as sixty-five percent can be saved by home sewing, and at least twenty percent can be saved by using the services of a dressmaker.)

Points to Consider When Buying a Dress

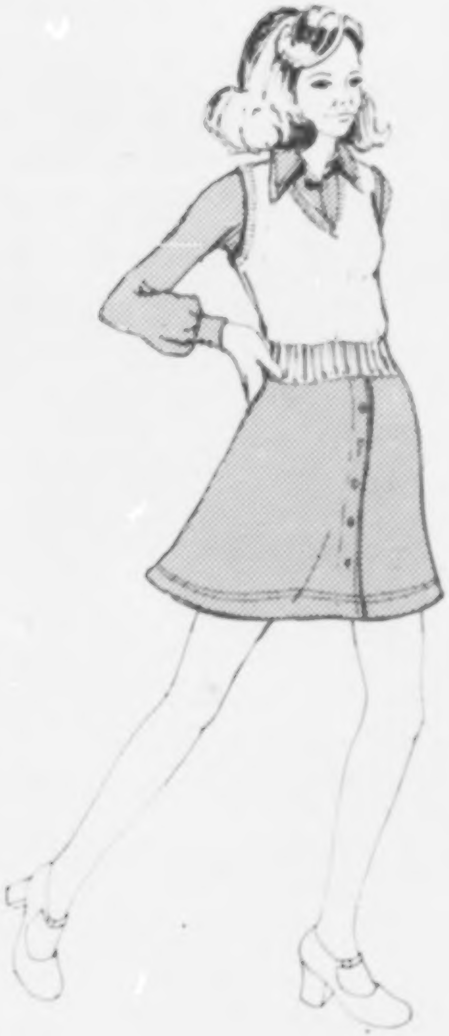
Color

Fabric

Sleeves

Design

Hemline



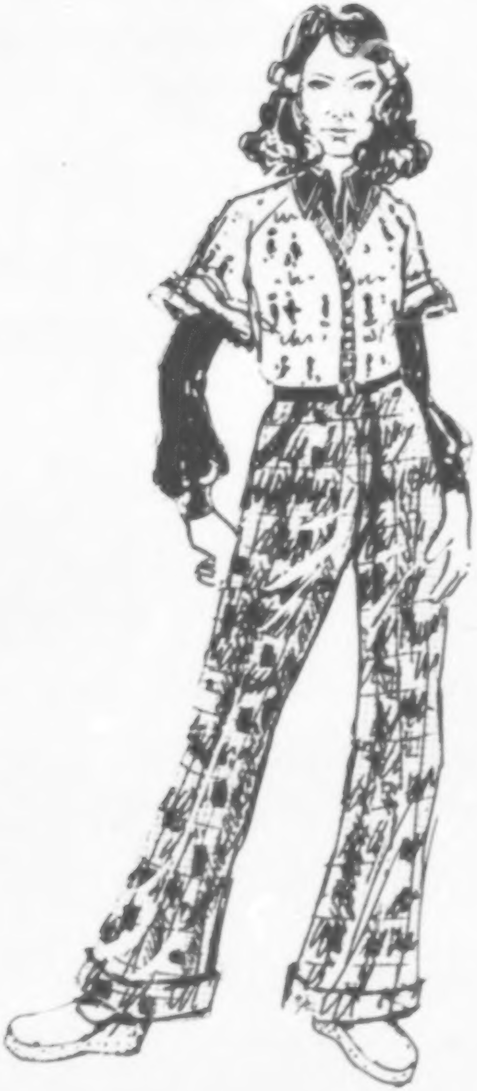
Armholes

Trimming

Seams

Design in Fabric

Standards of a Well Fitted Garment



Key Lines Must be on Grain

Lines Must Conform to Body Structure

Set of Garment Must be Smooth

Ease Must be Adequate

Garment Must be Balanced

BUYING READY TO WEAR GARMENTS
UNIT III

ASSIGNMENT SHEET #1--PREPARE A CHECKLIST

*Develop a checklist to use in judging the quality of a garment by using the information sheet, textbooks or other related information. Be prepared to give reasons for the factors used on the checklist.

*This assignment sheet will be evaluated to the satisfaction of the instructor.

BUYING READY TO WEAR GARMENTS
UNIT III

ASSIGNMENT SHEET #2--SELECTION OF GARMENT

*Using the check points for garment workmanship and fit and the checklist made on Assignment Sheet #1, select a garment to fit your own personal needs and taste. Give reasons for your selection.

*This assignment sheet will be evaluated to the satisfaction of the instructor.

BUYING READY TO WEAR GARMENTS
UNIT III

ASSIGNMENT SHEET #3–CLASSIFY GARMENTS INTO PRICE RANGES

*Classify the garments which have been made available to you into three price ranges using the characteristics given in the information sheet. This assignment should be done without the use of price tags.

*This assignment will be evaluated to the satisfaction of the instructor.

Buying Ready to Wear Garments
Unit III
Answers to Assignment Sheet #1

Example of checklist:

Check Points	Adequate	Not Adequate
I. Grain of Fabric		
A. Center, front, and back on straight of grain		
B. Sleeves on straight of grain so they do not twist		
II. Seams		
A. Even stitching		
B. Adequate width of seams		
C. Stripes and plaids match		
D. Reasonable length of stitching		
III. Hems		
A. Even		
B. Adequate depth		
IV. Pockets		
A. Patch pockets match		
B. Reinforced at top corners		
C. Evenly applied		
V. Collars		
A. Centered		
B. Smooth corners		
C. Plaids and stripes match		
VI. Fastenings		
A. Even buttonholes		
B. Zippers open and close easily		
C. Buttons firmly sewn in place		
VII. Linings		
A. Requires same cleaning as outer garmet		
B. Equal weight as outer garmet		
VIII. Trim		
A. Coordinates with design		
B. Coordinates with fabric		

BUYING READY TO WEAR GARMENTS
UNIT III

TEST

1. Match the terms on the right to the correct definition.

_____a. Styles that stay popular for a varying period of years

_____b. Styles which come and go rapidly, usually lasting no more than a season

_____c. Accepted design which repeats

_____c. Garments purchased in their completed form rather than as fabric to be constructed

1. Fad
2. Fashion
3. Ready-to-wear
4. Style

2. Write three questions to ask yourself before buying ready-to-wear garments.

a.

b.

c.

3. Name six basic rules of buymanship

a.

b.

c.

d.

e.

f.

4. Discuss the following points to consider when buying a dress.

a. Color

b. Design

c. Fabric

d. Trimming

e. Sleeves

f. Seams

g. Armholes

h. Design in fabric

i. Hemline

5. List ten factors to help in spending money wisely.

a.

b.

c.

d.

e.

f.

g.

h.

i.

j.

6. Select factors which help the consumer to know when a sale means savings by placing an "X" to the left of each factor.

______a. If the garment fits correctly or requires only minor alteration

______b. If the garment is inexpensive

______c. If there is an immediate or near-future need for the merchandise

______d. If the color and style fit into your wardrobe

______e. If the garment is characteristic of the latest fad

______f. If it can be bought without adding interest or carrying charges which offset the savings

7. Discuss three qualities essential to all garments.

a.

b.

c.

8. List five general standards of a well fitted garment.

   a.

   b.

   c.

   d.

   e.

9. Discuss general information for checking garment workmanship and fit.

   a. Grain of fabric

   b. Seams

   c. Hems

   d. Pockets

   e. Collars

   f. Fastenings

   g. Linings

   h. Trimming

10. Match the characteristics on the right to the price ranges of garments on the left.

    ______a. High

    ______b. Medium

    ______c. Low

    1. Usually expensive because of lack of service

    2. Possibly of unique or uneasily obtained fabric

    3. Likely to have the better lasting qualities

11. Explain the differences in costs of self-made and ready-made garments.

12. Demonstrate the ability to:

    a. Select a garment when given a choice of several garments from which to choose.

    b. Classify garments into three price ranges.

    (NOTE: If this has not been accomplished prior to the test, ask the instructor when the above activities are due.)

BUYING READY TO WEAR GARMENTS
UNIT III

ANSWERS TO TEST

1. a. 2
   b. 1
   c. 4
   d. 3
2. a. Is the fabric suitable for the garment?
   b. Will the fabric performance be in keeping with that expected of the garment?
   c. Are the fabric finishes desirable for the type of garment?
3. Any six of the following:
   a. Spend the "big money" where it counts most
   b. Do not go on an impulsive spending spree
   c. Think in terms of different effects you can obtain by coordinating separates
   d. Shop for fashion at a price that fits your pocketbook
   e. Consider the upkeep of clothing
   f. Shop for accessories carefully
   g. Check to see how apparel looks in back when you try it on
   h. Unless completely satisfied with appearance and fit, do not buy the garment
4. Discussion should include the following:
   a. Color--Becoming to your personality, skin, hair and eyes
   b. Design--Flattering to your figure
   c. Fabric
      1. Wrinkle resistant
      2. Easily laundered or dry cleaned
   d. Trimming
      1. Attractive
      2. Easy to handle in cleaning

- e. Sleeves
    - 1. Comfortable
    - 2. Proper length for style
- f. Seams
    - 1. Straight
    - 2. Deep enough for strength
    - 3. Proper length of stitches
- g. Armholes
    - 1. Comfortable
    - 2. Correct location
- h. Design in fabric--Matches at key seam lines
- i. Hemline
    - 1. Even
    - 2. Sturdy hem which is invisible on outside of garment

5. Any ten of the following:
    - a. Buy simple, basic clothing rather than elaborate clothing since it can be worn on numerous occasions.
    - b. Buy clothing that can be worn more than one season
    - c. Avoid colors that you tire of easily
    - d. Think twice before you buy a certain color or type of garment just because everybody is wearing it
    - e. Consider care expense in relation to overall expense of garment
    - f. Plan your shopping to avoid buying clothing in a hurry or in a haphazard way
    - g. Avoid poorly constructed garments, regardless of how inexpensive, because they usually wear out in a very short time
    - h. Invest the largest part of your clothing allowance in those articles that receive the hardest wear, such as your coat and school clothes
    - i. Avoid having too many of one kind of clothing in your wardrobe

   j. Avoid buying clothing that can be worn only for one occasion

   k. Watch the sales, but buy only if you find something you really need

   l. Buy good accessories

   m. Buy clothing you enjoy wearing

6. a

   c

   d

   f

7. Discussion should include the following.

   a. Appeal

      1) Color, style, texture or a combination of these or other elements

      2) A basic appeal or only a passing one

      3) Becoming to you and thus appeals to those who see you wear it

   b. Comfort

      1) Quality which makes you feel physically at ease

      2) Important for the enjoyment of clothing

   c. Satisfaction

      1) Quality by which a garment fulfills your expectations

      2) Questions to ask when checking for satisfaction

         a) Does the garment harmonize with accessories?

         b) Does it fit correctly?

         c) Does it have the special qualities for which you are looking?

         d) Is the price reasonable in relation to the service expected?

8. a. Key lines on grain

   b. Lines conform to body structure

   c. Garment hangs smooth

- d. Adequate ease
- e. Balanced garment

9. Discussion should include the following.

- a. Grain of fabric
    - 1) Make certain the center, front, and back are placed on the grain or straight of fabric so that the garment hangs well
    - 2) Observe if sleeves are on the straight of the grain so that they do not twist
- b. Seams
    - 1) Look for even stitching, especially top stitching
    - 2) Look for adequate width of seams that show no signs of puckering
    - 3) Make sure plaids and stripes match at seams
    - 4) Check for reasonable length of stitching
- c. Hems
    - 1) Analyze for evenness
    - 2) Scan for adequate depth
- d. Pockets
    - 1) See that patch pockets match
    - 2) Look for reinforcements at the top corners
    - 3) Check for even application
- e. Collars
    - 1) Examine centering
    - 2) Confirm smooth corners
    - 3) See that plaids and stripes match
- f. Fastenings
    - 1) Examine worked buttonholes for stitching
    - 2) Examine bound buttonholes for even binding and firm ends
    - 3) Test to see if zippers open and close easily
    - 4) See that buttons are firmly sewed in place

g. Linings

1) Insure that lining requires the same cleaning as outer garment

2) Observe that the better linings are an equal weight fabric with similar stretch as the garment

h. Trimming--See that trim coordinates to the design and fabric of the garment

10. a. 2

b. 3

c. 1

11. a. Using the same fabric as in the ready-made garment, a self-made garment should cost considerably less depending upon finishes and pattern used

b. Obtaining the services of a dressmaker should save twenty percent over buying ready-to-wear

12. Performance skills will be evaluated to the satisfaction of the instructor.

GARMENT CONSTRUCTION
UNIT IV

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to identify pressing equipment, describe button types, and name characteristics of a quality hem. The student should be able to list conditions necessary for set-in sleeves and demonstrate the ability to do various construction techniques. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with garment construction to the correct definition.
2. Identify equipment used for pressing.
3. Describe two types of buttons.
4. Name four characteristics of a quality hem.
5. List three conditions which result in a perfect set-in sleeve.
6. Demonstrate the ability to:
    a. Make a collar.
    b. Put in a zipper with a lapped application.
    c. Set in a sleeve.
    d. Sew on a hook and eye.
    e. Sew on a snap.
    f. Sew on a pierced button.
    g. Sew on a shank button.
    h. Sew a turned-and-stitched hem.
    i. Sew a hem with seam binding.
    j. Sew a tailor's hem.

GARMENT CONSTRUCTION
UNIT IV

SUGGESTED ACTIVITIES

I. Instructor:

- A. Provide students with objective sheet.
- B. Provide students with information and job sheets.
- C. Make transparencies.
- D. Discuss terminal and specific objectives.
- E. Discuss information and job sheets.
- F. Provide leadership and give assistance to students while completing job sheets.

  (NOTE: Job sheets may be incorporated into actual procedure of making a garment or used in making samples.)
- G. Give test.

II. Student:

- A. Read objectives.
- B. Study information sheet and complete each job sheet.
- C. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

- A. Objectives
- B. Information sheet
- C. Transparency master -- TM #1--Pressing Equipment

D. Job Sheets

1. Job Sheet #1--Make a Collar
2. Job Sheet #2--Put in Zipper (Lapped Application)
3. Job Sheet #3--Set in Sleeve
4. Job Sheet #4--Sew on Hook and Eye
5. Job Sheet #5--Sew on a Snap
6. Job Sheet #6--Sew on Pierced Button
7. Job Sheet #7--Sew on Shank Button
8. Job Sheet #8--Sew a Turned-and-Stitched Hem
9. Job Sheet #9--Sew Hem with Seam Binding
10. Job Sheet #10--Sew a Tailor's Hem

E. Test

F. Answers to test

II. References:

A. Educational Bureau. *Coats and Clark's Sewing Book.* New York: Coats and Clark Inc., 1967.

B. Eisinger, Larry, ed. *The Complete Book of Sewing.* New York: Greystone Press, 1972.

GARMENT CONSTRUCTION
UNIT IV

INFORMATION SHEET

I. Terms and definitions

   A. Lapped zipper--One edge of opening forms a lap that completely conceals the zipper

   B. Pressing--Application of heat with a lifting and lowering motion

   C. Ironing--The hearty, bearing down and stroking operation that follows laundering

   D. Hemline--Line on which a hem is folded up

   E. Inside hemming--Stitches are taken between hem and garment fabric

      (NOTE: In the finished hem, the thread is protected against friction, the common cause of a hem coming undone.)

   F. Flat hemming--Edge of hem is sewn flat to garment with stitches taken through hem edge and close to this edge on the underside of garment

   G. Tailor's hem--A flat and inconspicuous hem particularly suitable for most heavy and medium-weight fabrics

II. Equipment used for pressing (Transparency 1)

   A. Iron

   B. Press cloth

   C. Ironing board

   D. Sleeve board

      (NOTE: Useful for pressing seams in sleeves and other narrow spaces, the end of the sleeve board is good for darts and curved edges. It should be well padded.)

   E. Pressing ham

      (NOTE: This is a firmly packed, rounded pressing cushion excellent for pressing curved seams, darts, and especially sleeve caps.)

   F. Seam roll

      (NOTE: This is used to press open seams where a sharp line is not desirable or the seam is not otherwise accessible.)

INFORMATION SHEET

G. Point presser

(NOTE: This is particularly useful in turning collars, facings, and corners where a sharp pointed edge is desired.)

H. Needle board

(NOTE: The needle board is used to press velvet and other pile fabrics to avoid matting the pile.)

III. Types of buttons (Transparency 2)

A. Pierced--Two or four holes through which it is sewed on

B. Shank--Has a solid top and a shank or stem underneath for sewing on

(NOTE: The shank may be in one piece with the button or may consist of a wire or fabric loop.)

(CAUTION: Holes or shank must be free of rough edges which might cut through the thread.)

IV. Characteristics of a quality hem

A. Inconspicuous

B. Even

C. Gives body to the garment edge

D. Does not interfere with the hang of the garment

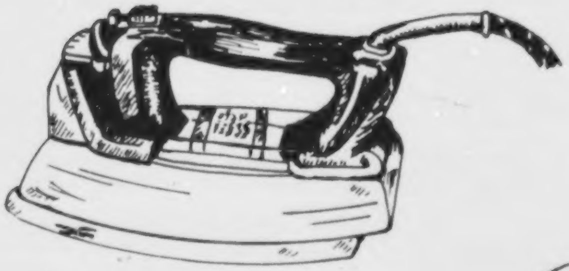
V. Conditions for perfect set-in sleeves

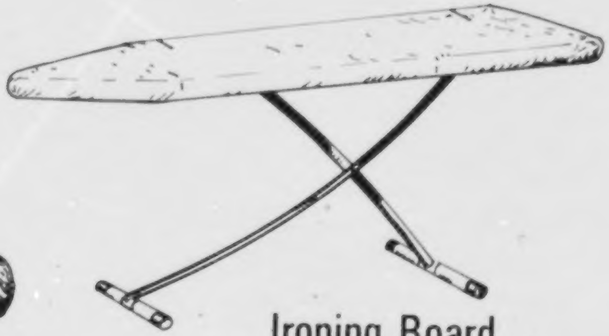
A. Exact line up of matching points

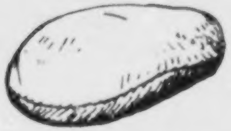
B. Evenly distributed ease in sleeve cap

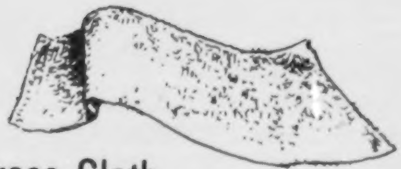
C. Stitching around armhole kept even and sewed with correct seam allowance

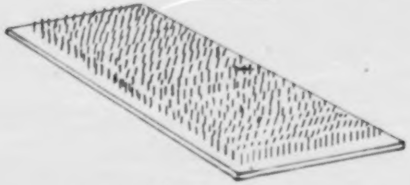
Pressing Equipment

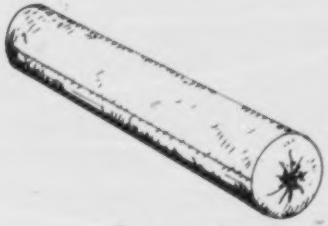

Iron

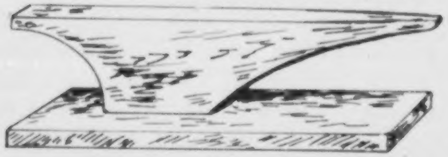

Ironing Board

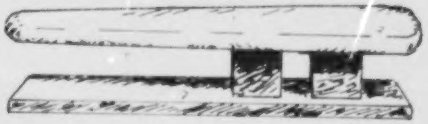

Pressing Ham


Press Cloth


Needle Board


Seam Roll


Point Presser


Sleeve Board

GARMENT CONSTRUCTION
UNIT IV

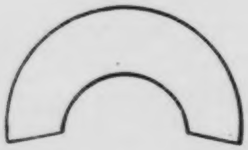
JOB SHEET #1--MAKE A COLLAR

I. Equipment and supplies needed

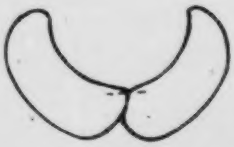
- A. Interfacing
- B. Scissors
- C. Sewing machine
- D. Pins

II. Procedure

(NOTE: Directions apply to collars made in one section or in two sections.)



One-Section

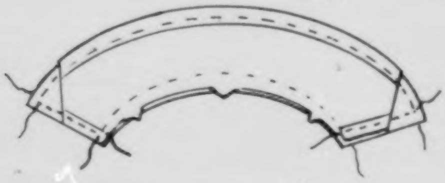


Two-Section

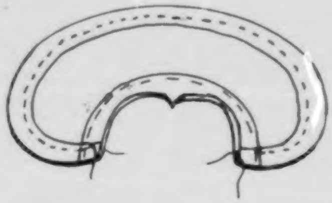
- A. Mark seamlines on interfacing

  (NOTE: This is done to make a perfectly finished edge.)

- B. Trim away corners of interfacing, if any
- C. Staystitch interfacing, marked side up to wrong side of upper collar



Two-Piece Collar with Corners



Two-Piece Collar with Rounded Edge

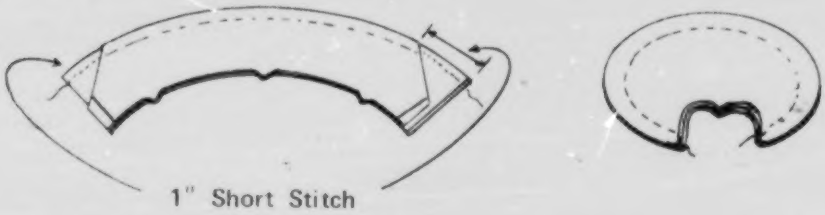
(NOTE: This piece will hereafter be handled and referred to as one piece, and to avoid confusion, staystitching is not shown in drawings after this step.)

JOB SHEET #1

D. Staystitch undercollar

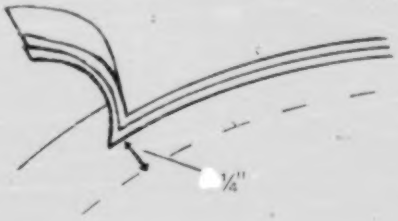
E. Pin undercollar to upper collar, right sides together

F. With interfacing side up, stitch outer edge on marked seamline



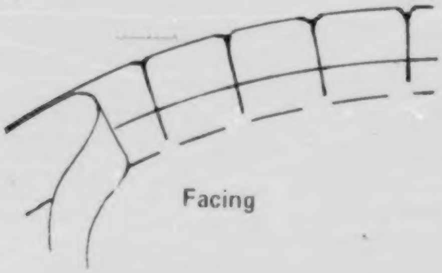
G. On collar with corners, stitch from edge to edge of fabric, as shown, reinforcing corners by shortening stitch at beginnings and end; do not stitch ends of collar.

H. Trim seam allowances to 1/4 inch, as shown



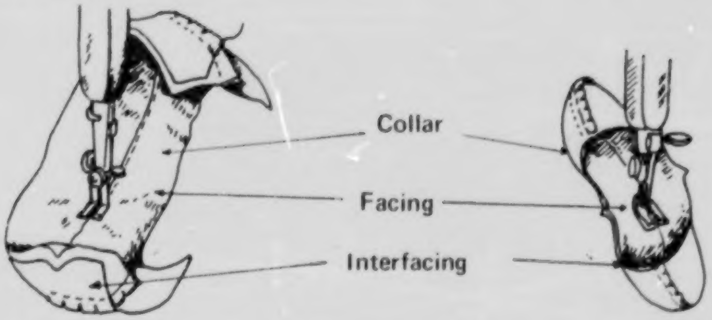
I. Grade seam allowances

J. Clip at 1/4 inch intervals



JOB SHEET #1

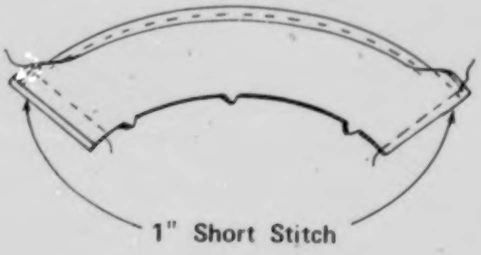
K. Understitch


Collar
Facing
Interfacing

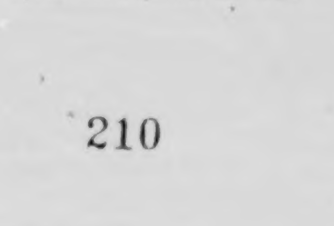
(NOTE: On rounded-edge collar, understitch entire seam. On collar with corners, start and stop understitching one inch from ends.)

L. The rounded-edge collar is now finished. Turn to right side and press

M. On collar with corners, stitch end seams shortening stitch at corners as before


1" Short Stitch

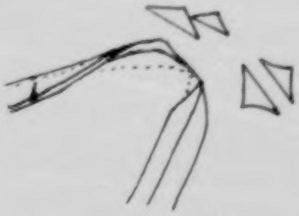
N. Trim corners



O. Press end seams open with point of iron

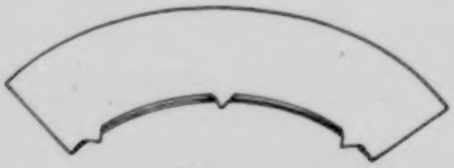
JOB SHEET #1

P. Trim, grade, and taper end seam allowances toward corner



Q. Pushing out corners carefully, turn collar to right side

R. Press



GARMENT CONSTRUCTION
UNIT IV

JOB SHEET #2--PUT IN ZIPPER (LAPPED APPLICATION)

I. Equipment and supplies needed

A. Sewing machine with regular presser foot

B. Zipper foot

C. Zipper

D. Iron

E. Ironing board

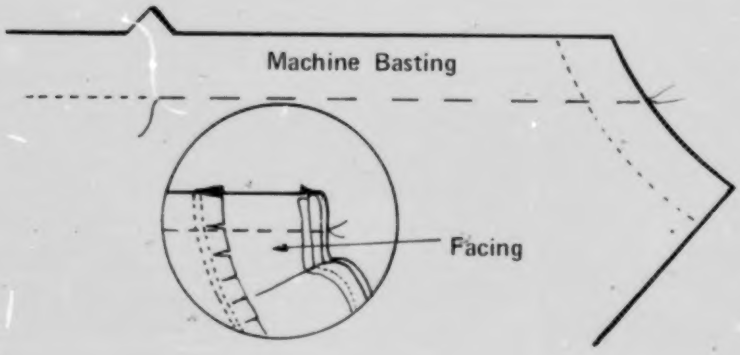
II. Procedure

A. Stitch seam which is to contain zipper placket; stop at mark (usually notches) that indicate opening, but do not tie off threads

(NOTE: Length of opening is adjusted, if necessary, when you are ready to insert zipper.)

B. Trim any interfacing that may extend to the zipper placket

C. Machine baste (longest stitch) opening together on seamline, as shown



D. Press basted seam open

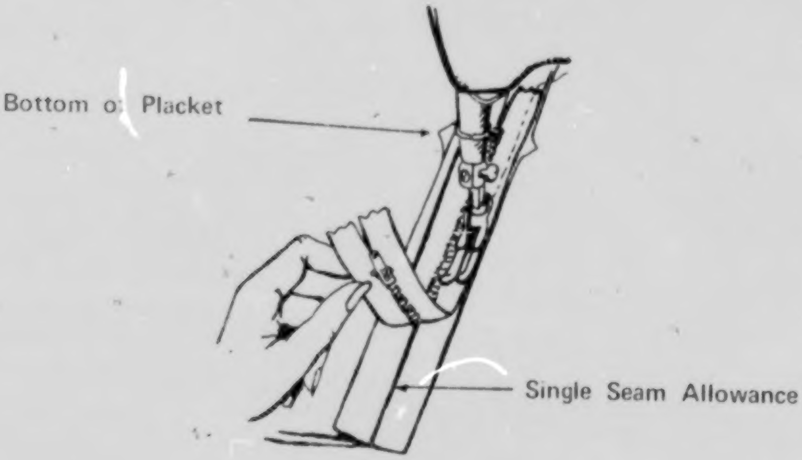
(NOTE: In a neck placket, if facing has already been applied, extend it out, lining up neck seam, and continue stitching to edge of facing. Keep facing extended for rest of application.)

JOB SHEET #2

(NOTE: Pinning or hand basting are not specified in any of these directions. While they can be dispensed with, there is no reason why you should not pin or handbaste if, for instance, your fabric is hard to handle or if you feel safer to do so.)

(CAUTION: Preshrink zipper and never stretch zipper or fabric during application.)

E. With bottom of placket away from you, extend the right-hand seam allowance by itself as shown



F. Place closed zipper on it face-down, with end stop at bottom of opening mark

G. Hold zipper so that coil or chain lies with its full width on the extended seam allowance and its edge exactly against seamline, not on it

H. Stitch along edge of tape, checking position of coil or chain as shown, every inch or two

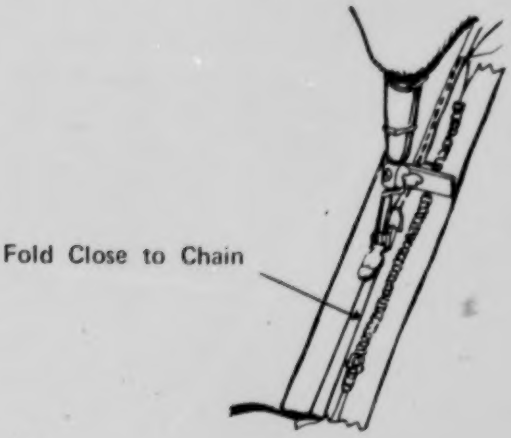
(NOTE: Stitching may curve out around slider.)

I. Change to zipper foot and regular stitch

J. Turn (flip) zipper face-up, forming a fold in seam allowance (not in tape)

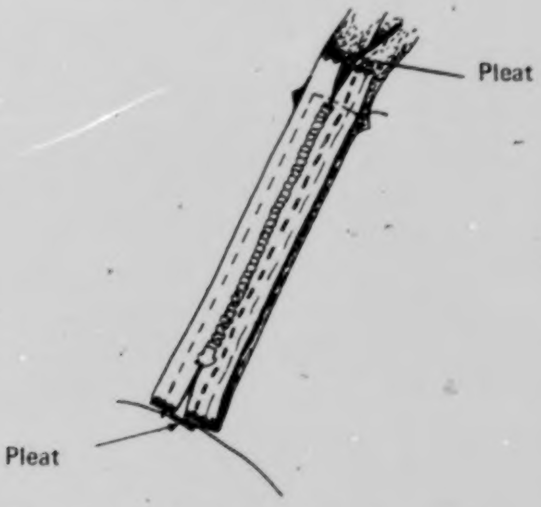
JOB SHEET #2

K. Bring fold close to coil or chain but not close enough to touch, and topstitch fold to zipper tape, as shown, the full length of tape



L. Spread garment out flat as shown and turn zipper face down over free seam allowance

(NOTE: A pleat will form at each end of the placket; this is as it should be.)



M. At bottom of zipper, stitch across tapes and pleat through all thicknesses; stop at guideline or at about the center of tape

(NOTE: This stitching can be done on the right side of garment.)

N. Pivot on needle and stitch along zipper

JOB SHEET #2

(NOTE: It is helpful to hold fingers lightly over zipper while stitching.)

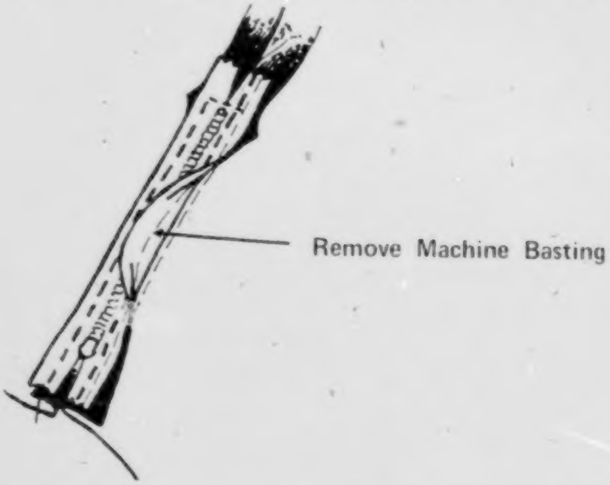
O. As you approach the top, make sure the pleat in the seam allowance is maintained, and that the tape lies straight

P. Stitch to end of tape

Q. At bottom of placket bring thread ends to inside

(NOTE: If necessary, take out a stitch or two so that, on the outside, stitching does not cross garment seam.)

R. On inside, clip machine-basting that holds opening together and pull out threads



S. Press finished placket first on wrong side, then on right side, carefully pressing out crease under lap

(NOTE: On a coil zipper, use press cloth.)

GARMENT CONSTRUCTION
UNIT IV

JOB SHEET #3--SET IN SLEEVE

I. Equipment and supplies needed

   A. Sewing machine

   B. Pins

   C. Ironing board

   D. Iron

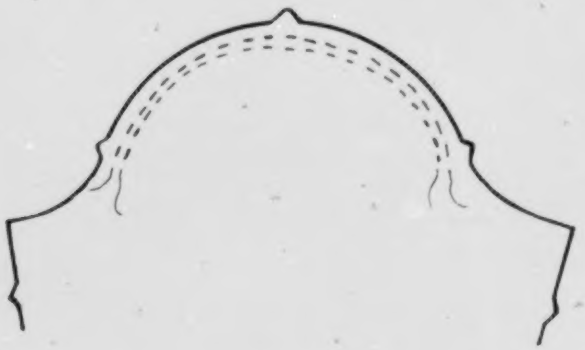
   E. Sleeve board or pressing ham

   F. Thread

II. Procedure

   A. Make a row of ease stitching (8-10 stitches to the inch) on seamline of sleeve cap, between notches

   B. To help control fullness, stitch a second line within seam allowance, 1/8 inch from first one



   C. Stitch underarm seam

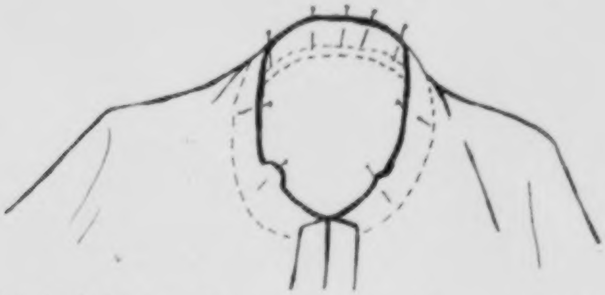
   D. Press open

   E. Finish bottom of sleeve

   F. With garment wrong side out, place sleeve in armhole, right sides together

JOB SHEET #3

G. Pin together at underarm seams, notches, dots, shoulder seam; then place a pin 1/2 inch to either side of shoulder seam as shown



(NOTE: This inch in top of sleeve cap is straight-grain and has no ease.)

H. Gently draw threads between notches and these two pins until cap loosely fits armhole

(NOTE: Do not pull too tight.)

I. Distribute ease evenly

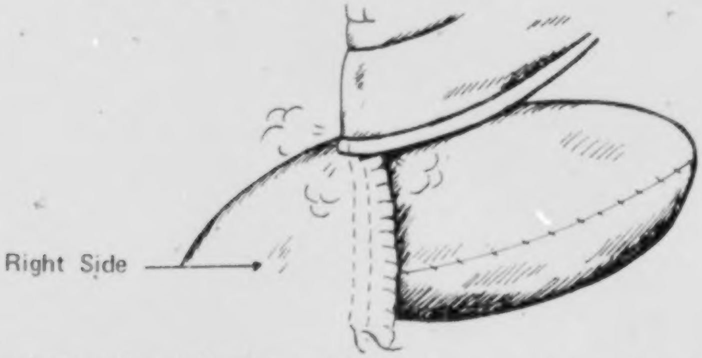
J. Pull all thread ends through to wrong side

K. Tie securely

L. Remove pins and take out sleeves

M. Handling sleeve carefully, place sleeve cap, right side out, over end of sleeve board or pressing ham

N. With point of steam iron, press sleeve cap shrinking or smoothing out fullness (depending on fabric)

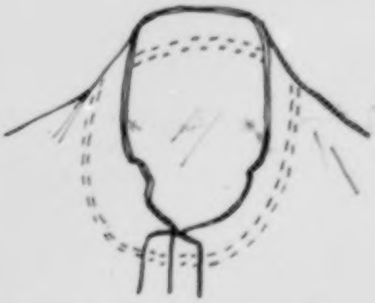


O. Pin sleeve into armhole as before, adding pins all around at intervals of not more than 1 1/2 inches unless you prefer to baste sleeve in

JOB SHEET #3

P. Starting at underarm seam with sleeve side up, stitch around carefully removing pins as you come to them

Q. Make a second row of stitching within seam allowance 1/4 inch from first row of stitching

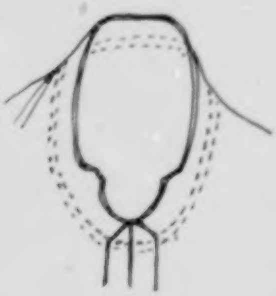


R. Between notches at underarm, trim away seam allowance close to stitching

S. Trim remainder of seam to 1/2 inch

T. Press stitching line without opening seam

U. Turn seam into sleeve, without pressing



GARMENT CONSTRUCTION
UNIT IV

JOB SHEET #4--SEW ON HOOK AND EYE

I. Equipment and supplies needed

   A. Needle

   B. Thread

   C. Hook and eye

   D. Scissors

II. Procedure

   A. Place hook in position on underside of overlap about 1/8 inch from edge

   B. Conceal knot under hook

   C. Take a few stitches to secure bill of hook

   D. Pass needle through fabric to eyelets of hook

   E. Take four or five stitches through each eyelet

   F. Fasten thread securely

   G. Cut

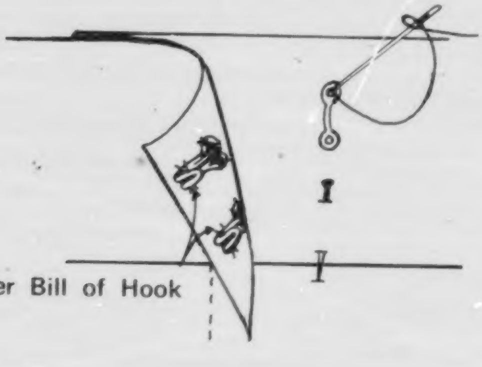
   H. Pin opening together

   I. Mark place for eye with a pin on underlay

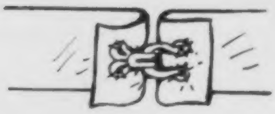
   J. Sew eye in place by taking four or five stitches through each eyelet

   K. Fasten thread securely

   L. Cut



Stitches Under Bill of Hook



GARMENT CONSTRUCTION
UNIT IV

JOB SHEET #5--SEW ON A SNAP

I. Equipment and supplies needed

   A. Needle

   B. Thread

   C. Two halves of the snap--The ball and socket

   D. Scissors

II. Procedure

   A. Ball half of snap

      1. Place ball half in position on underside of opening overlap

      2. Conceal knot in thread under snap

      3. Take four or five stitches through each hole

      4. Fasten thread securely

      5. Cut thread

   B. Socket half of snap

      1. Pin opening together

      2. If ball has no hole through the center, rub chalk on it

      3. Press firmly against underlay

         (NOTE: Some fabrics can be marked like this without chalk.)

      4. Center socket over mark

      5. Take four or five stitches through each hole

      6. If there is a hole through the ball, push threaded needle (no knot) from right side of garment through hole into underlay

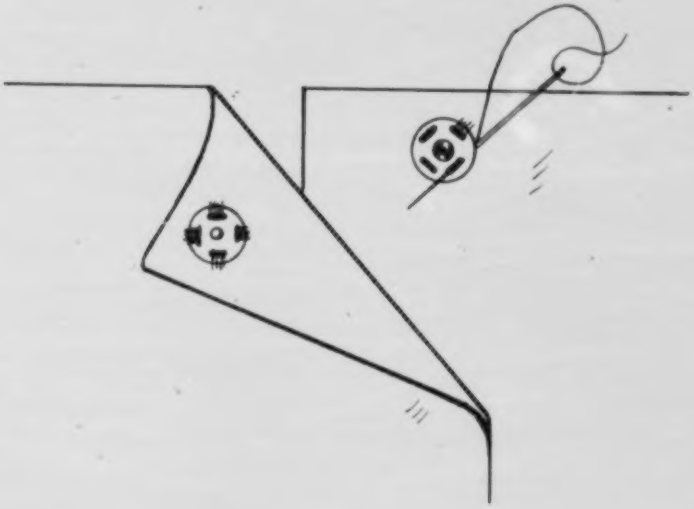
      7. Slip ball half off needle and thread

      8. Make knot

      9. Center socket over it

JOB SHEET #5

10. Take four or five stitches through each hole
11. Fasten thread securely
12. Cut thread

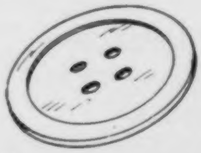


GARMENT CONSTRUCTION
UNIT IV

JOB SHEET #6-SEW ON PIERCED BUTTON

I. Equipment and supplies needed

- A. Needle
- B. Thread
- C. Pierced button
- D. Bobby pin, matchstick, or toothpick



II. Procedure

A. Thread needle

(NOTE: Use thread, single or doubled, depending on fabric. If thread is doubled, be careful to draw it up evenly with each stitch.)

B. Make a small knot at end

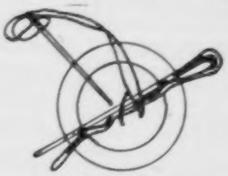
C. On right side of garment take one small stitch at button position picking up all thicknesses, but be careful not to let stitch show through facing fabric in a jacket or a coat

(NOTE: Knot will be covered by botton.)

D. Take a second small stitch across the same place

E. Bring thread up through one hole in button

F. Centering button over stitch, place a bobby pin, matchstick, or toothpick (depending on length of shank desired) between button and fabric



G. Take three or four stitches through each pair of holes

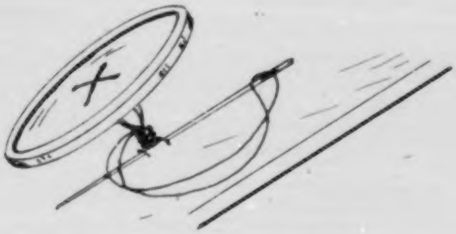
H. Bring needle and thread out between button and fabric

I. Remove bobby pin or other

J. Wind thread a number of times around the attaching thread to form a shank

JOB SHEET #6

K. Take a small stitch in fabric



L. Take several small stitches under button, looping thread over needle to form knots

M. Cut, do not break, thread

GARMENT CONSTRUCTION
UNIT IV

JOB SHEET #7--SEW ON SHANK BUTTON

I. Equipment and supplies needed

A. Needle

B. Thread

C. Shank button

D. Bobby pin, matchstick, or toothpick

II. Procedure

A. Thread needle

(NOTE: Use thread, single or doubled, depending on fabric. If thread is doubled, be careful to draw it up evenly with each stitch.)

B. Make a small knot at end

C. On right side of garment, take one small stitch at button position picking up all thicknesses, but be careful not to let stitch show through facing fabric in a jacket or a coat

(NOTE: Knot will be covered by button.)

D. If length of shank is sufficient, take six to eight stitches (less if thread is doubled) through shank, then proceed to Step J.

E. If shank needs lengthening, take a first stitch through shank, then place a bobby pin, matchstick, or toothpick underneath

F. Take three or more stitches through shank

G. Bring needle and thread out between shank and fabric

H. Remove bobby pin, matchstick, or toothpick

I. Wind thread a number of times around the attaching thread

J. Take a small stitch in fabric

K. Take several small stitches under button, looping thread over needle to form knots

L. Cut, do not break thread

GARMENT CONSTRUCTION
UNIT IV

JOB SHEET #8--SEW A TURNED-AND-STITCHED HEM

I. Equipment and supplies needed

   A. Sewing machine

   B. Ironing board

   C. Pins

   D. Needle

   E. Thread

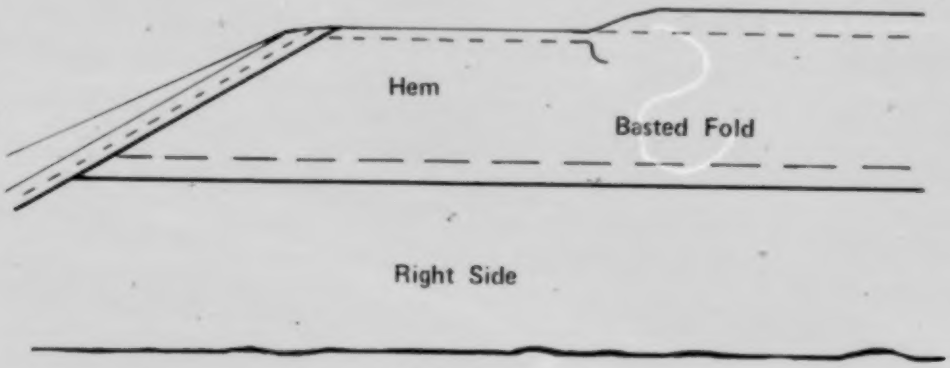
II. Procedure

   A. On a straight skirt, make a line of machine stitching 1/4 inch from cut edge through a single thickness of hem fabric

   (NOTE: On a curved hem, you will already have done this while reducing fullness.)

   B. Turn edge to inside on stitching line

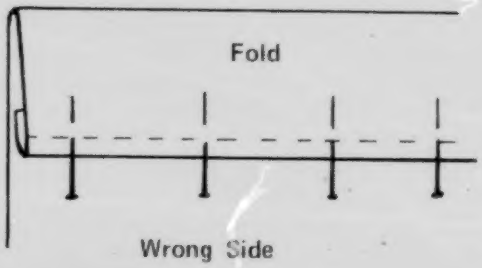
   C. Topstitch through hem edge only avoiding bulk of garment



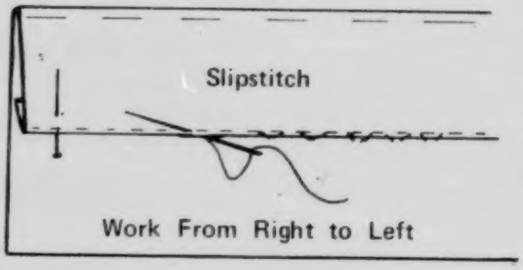
   D. Place work on ironing board wrong side out

JOB SHEET #8

E. Matching at seams, pin or baste hem in place about 1/4 inch below topstitching


Fold
Wrong Side

F. Sew by hand with slip stitch


Slipstitch
Work From Right to Left

GARMENT CONSTRUCTION
UNIT IV

JOB SHEET #9--SEW HEM WITH SEAM BINDING

I. Equipment and supplies needed

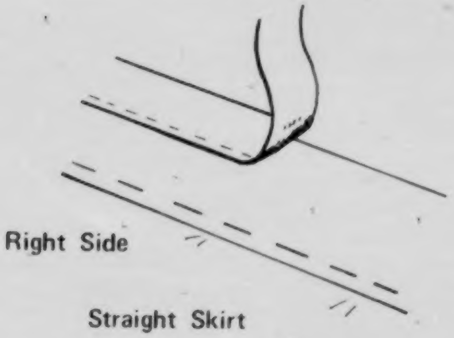
- A. Seam binding

  (NOTE: Seam binding may be either straight or bias. For use on a curved hem, prepare seam binding by steam-pressing it into a slight curve.)

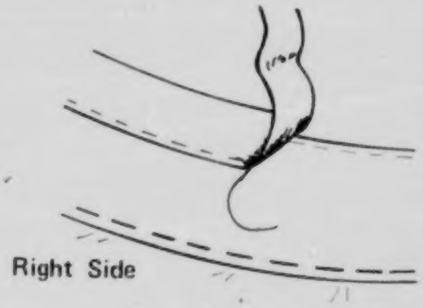
- B. Needle
- C. Thread
- D. Sewing machine
- E. Ironing board

II. Procedure

- A. Topstitch binding to right side of hem about 1/4 inch from cut edge, as shown, easing it to fabric

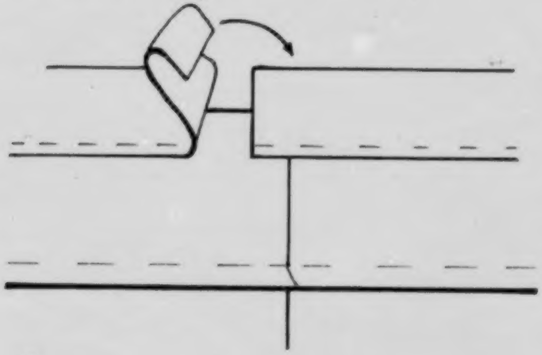


Straight Skirt



Gored or Circular Skirt

- B. Overlap end, turned under as shown



JOB SHEET #9

C. Place work on ironing board wrong side out

D. Matching at seams, pin or baste hem to garment just below seam binding

E. Sew with either blind-stitch or catch-stitch

GARMENT CONSTRUCTION
UNIT IV

JOB SHEET #10--SEW A TAILOR'S HEM

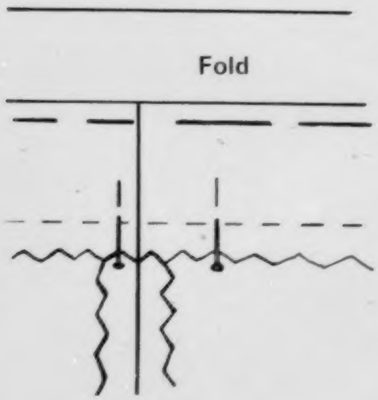
I. Equipment and supplies needed

- A. Sewing machine
- B. Pinking shears (optional)
- C. Pins
- D. Needle
- E. Thread
- F. Ironing board

II. Procedure

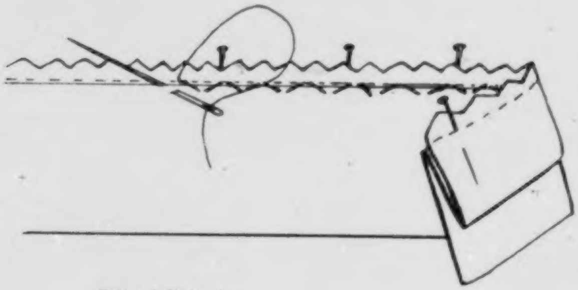
- A. On a skirt, make a line of machine stitching 1/4 inch below cut edge through single thickness of hem fabric
- B. On firm fabric, pink edge

  (NOTE: If fabric ravels easily, overcast edge by hand or machine.)
- C. Place work on ironing board wrong side out
- D. Matching at seams, pin or baste hem in place about 1/4 inch below stitching line

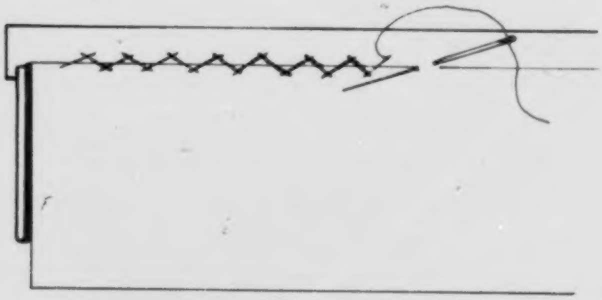


JOB SHEET #10

E. Sew with inside hemming, using blind-stitch or catch-stitch



Blind-Stitch



Catch-Stitch

GARMENT CONSTRUCTION
UNIT IV

TEST

1. Match the terms on the right to the correct definition.

____a. Edge of hem is sewn flat to garment with stitches taken through hem edge and close to this edge on the underside of garment

____b. The hearty, bearing down and striking operation that follows laundering

____c. Application of heat with a lifting and lowering motion

____d. A flat and inconspicuous hem particularly suitable for most heavy and medium-weight fabrics

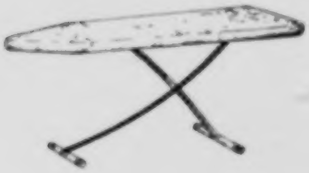
____e. One edge of opening forms a lap that completely conceals the zipper

____f. Stitches are taken between hem and garment fabric

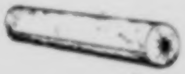
____g. Line on which a hem is folded up

1. Tailor's hem
2. Ironing
3. Lapped zipper
4. Flat hemming
5. Pressing
6. Hemline
7. Inside hemming

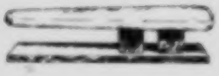
2. Identify the following equipment used for pressing.



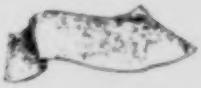
a. ______________________



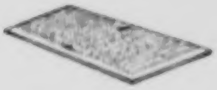
b. ______________________



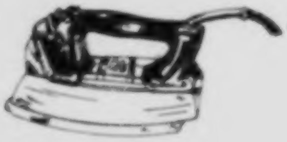
c. ______________________



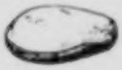
d. ______________________



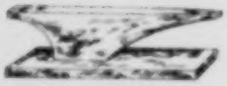
e. ______________________



f. ______________________



g. ______________________



h. ______________________

3. Describe two types of buttons.

a.

b.

4. Name four characteristics of a quality hem.

a.

b.

c.

d.

5. List three conditions which result in a perfect set-in sleeve.

a.

b.

c.

6. Demonstrate the ability to:
   a. Make a collar.
   b. Put in a zipper with a lapped application.
   c. Set in a sleeve.
   d. Sew on a hook and eye.
   e. Sew on a snap.
   f. Sew on a pierced button.
   g. Sew on a shank button.
   h. Sew on a turned-and-stitched hem.
   i. Sew a hem with seam binding.
   j. Sew a tailor's hem.

   (NOTE: If this has not been accomplished prior to the test, ask the instructor when the above activities should be completed.)

GARMENT CONSTRUCTION
UNIT IV

ANSWERS TO TEST

1. a. 4
   b. 2
   c. 5
   d. 1
   e. 3
   f. 7
   g. 6
2. a. Ironing board
   b. Seam roll
   c. Sleeve board
   d. Press cloth
   e. Needle board
   f. Iron
   g. Pressing ham
   h. Point presser
3. Pierced--Two or four holes through which it is sewed on

   Shank--Has a solid top and a shank or stem underneath for sewing on
4. a. Inconspicuous
   b. Even
   c. Gives body to the garment edge
   d. Does not interfere with the hang of the garment
5. a. Exact line up of matching points
   b. Evenly distributed ease in sleeve cap
   c. Stitching around armhole kept even and sewed with correct seam allowance
6. Performance skills will be evaluated to the satisfaction of the instructor.

BANKING SERVICES
UNIT I

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to describe various banking services and the Federal Reserve System. He should be able to make deposits, write checks, and reconcile a bank statement. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with banking services to the correct definition.
2. List functions of banks.
3. Discuss kinds of banks.
4. Match methods of making bank payments other than personal checks to their characteristics.
5. List other bank services.
6. Discuss types of loans concerning methods of repayment and security.
7. Describe in three steps the method for reconciling a bank statement with the check stub record.
8. List factors to consider when writing a check.
9. Write checks and reconcile a bank statement.

BANKING SERVICES
UNIT I

SUGGESTED ACTIVITIES

I. Instructor:

  A. Provide students with objective sheet.

  B. Provide students with information and assignment sheets.

  C. Make transparencies.

  D. Discuss terminal and specific objectives.

  E. Discuss information and assignment sheets.

  F. Provide field trip to bank and/or ask resource person from bank to visit class to discuss banking.

  G. Give test.

II. Student:

  A. Read objectives.

  B. Study information sheet.

  C. Complete each assignment sheet.

  D. Take field trip and/or listen to resource person from bank.

  E. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

  A. Objectives

  B. Information sheet

  C. Transparency masters

    1. TM 1--Cashier's Check

    2. TM 2--Bank Money Order

    3. TM 3--Traveler's Check

    4. TM 4--Reconciliation of Statement

    5. TM 5--Sample Check

D. Assignment sheets

  1. Assignment Sheet #1--Write Checks
  2. Assignment Sheet #2--Write Checks and Make Deposits
  3. Assignment Sheet #3--Reconcile a Bank Statement

E. Test

F. Answers to test

II. References:

A. Warmke, Roman F., Eugene D. Wyllie, and Beulah E. Sellers. *Consumer Decision Making.* Cincinnati: South-Western Publishing Company, 1972.

B. Thal, Helen M. *Your Family and Its Money.* Boston: Houghton Mifflin Company, 1968.

III. Optional teaching aids:

A. Pamphlets

  1. "Teacher's Guide to Banking"
  2. "Student's Guide to Banking"
  3. "Using Bank Services"
  4. "The Story of American Banking"
  5. "Personal Money Management"
  6. "How Banks Help"

(NOTE: The six booklets above are available in quantity through your local banker or order from Oklahoma Bankers' Association, 611 Colcord Building, Oklahoma City, Oklahoma 73102.)

  7. "Know Your Money," Treasury Department, U.S. Secret Service.

     (NOTE: For sale by the Superintendent of Documents, Government Printing Office, Washington, D.C. 20402.)

  8. "4000 Years of Banking," The National Cash Register Company, Dayton, Ohio.

B. Films

  1. "Manage Your Money" (16mm., 14 min., color)
  2. "Money Talks" (16mm., 20 min., b/w)
  3. "Paying by Check" (16mm., 14 1/2 min., color)
  4. "Pay to the Order Of" (16mm., 10 min.)

5. "Your Town" (16mm., 15 min., color)
6. "A Man to Know" (16mm., 13 1/2 min.)

(NOTE: The six films can be obtained free of charge by having your local banker contact Oklahoma Bankers' Association, 611 Colcord Building, Oklahoma City, Oklahoma 73102.)

BANKING SERVICES
UNIT I

INFORMATION SHEET

I. Terms and definitions

A. Bank--Financial institution authorized by its charter to perform certain functions

B. Bank charter--Permit to do business

C. Depositors--Creditors of a bank because the bank owes them money

D. Checking acccount service--Money deposits from business and individuals which are paid out when the depositors write checks

E. Demand deposits--Deposits in a checking account

(NOTE: These deposits are so named because the bank must pay out the money whenever the depositor demands or orders it to do so.)

F. Check--The depositor's written order directing the bank to pay out money for him

G. Payee--Person to whom a check is payable

H. Drawee--Bank on which the check is drawn

I. Joint account--Two persons use the same bank checking account or savings account

J. Bank statement--Regular report of deposits and checks

K. Collateral--Bonds, stocks, or rights to proceeds from an insurance policy and other personal property such as automobiles and livestock which serve as security for a loan

L. Account--Record kept of one's transactions

M. Cancelled check--A check that has been paid by the bank

N. Checkbook--A bound book containing blank checks and check stubs or a check register

O. Clearinghouse--A place where banks exchange checks drawn on each other

(NOTE: This is part of the federal reserve system.)

P. Deposits--The money placed in a bank in one's checking or savings account

INFORMATION SHEET

Q. Deposit slip--A form which accompanies a deposit and shows the item and amount to be deposited

R. Drawer--The person who signs the check

S. FDIC--Federal Deposit Insurance Corporation, a government corporation paid for by banks which insures individual bank accounts up to $20,000

T. Interest--The amount paid for the use of money

U. Maintenance charge--A fixed monthly charge made by a bank for maintaining an account

V. Reconciliation--A statement showing how the checkbook balance and the bank statement were brought into agreement

W. Safe deposit box--A compartment in a bank vault for storing valuables

X. Service charge--The amount a bank charges for checking account services

Y. Signature card--A record of the depositor's signature which authorizes payment of check he writes

Z. Time deposits--Deposits which earn interest

(NOTE: These deposits may not be drawn on immediate notice.)

AA. Co-sign--Confirmation, usually by the parents, of a contract made by a minor

(NOTE: Co-sign may be referred to as countersign.)

BB. Endorsement--A signature written on the reverse or blank side of the check which is evidence that the payee received the money

CC. Loan--Lending of something for the borrower's temporary use

DD. Principal--A capital sum placed at interest, due as a debt, or used as a fund

EE. Overdraw--To draw checks on a bank account for more than the balance

FF. Installment--One of the parts into which a debt is divided when payments are made at intervals

GG. Passbook--The depositor's book in which a bank enters his deposits and withdrawals

(NOTE: A passbook is also called a bankbook.)

HH. Foreclosure--Obtaining possession and title to property when mortgagor fails to fulfill his obligation

INFORMATION SHEET

II. Functions of banks

- A. To receive deposits or money subject to withdrawal by the depositor either on demand or after notice has been given
- B. To make loans
- C. To pay interest

III. Kinds of banks

- A. State
  - 1. Organized as a corporation
  - 2. Obtains authority through charter granted by the state in which it operates
  - 3. May be a member of Federal Reserve System
  - 4. May be various types of banks
    - a. Commercial bank
    - b. Savings bank
    - c. Trust company
    - d. Investment bank
- B. National
  - 1. Obtains charter from the federal government
  - 2. Subject to the regulations of the Federal Reserve System and the banking laws enacted by the federal government
  - 3. Always organized as a corporation
  - 4. Must be a member of the Federal Reserve System

IV. Methods of making bank payments other than personal checks

- A. Bank draft
  - 1. Check of one bank drawn upon funds deposited to its credit with some other bank
  - 2. Convenient means of transferring money when the individual who is making payment is not known in the place the money is to be sent

INFORMATION SHEET

B. Certified check

   1. An ordinary check drawn by a depositor in the usual way but presented to the bank for certification by the drawer

   2. Bank stamps or writes a certification on the check

   3. Amount of the check is deducted immediately from the depositor's account balance

   4. Check becomes an obligation of the bank rather than of the depositor

C. Cashier's check (Transparency 1)

   1. Bank draws check on itself

   2. Used to pay bills owed by the bank

   3. Can be purchased to transmit money to another person in much the same way as a person buys a bank draft

D. Bank money order (Transparency 2)--Serves essentially the same function in transmitting money for a customer as a cashier's check

(NOTE: Sometimes called a register check or a personal money order. In many banks, the bank money order is replacing the cashier's check.)

E. Traveler's check (Transparency 3)

   1. May be purchased from the American Express Company or from almost any bank

   2. Fee is charged for each check

   3. Each check is signed by the buyer in the presence of the bank agent at the time of purchase

   4. When cashed, it must be signed again in the presence of the person cashing it with a signature that matches the original signature

F. Wire money

V. Other bank services

   A. Savings accounts

   B. Safe-deposit boxes

   C. Financial and tax advice

INFORMATION SHEET

D. Charge account services

E. Revolving credit

F. Sale of government bonds

G. Estate planning

H. Insurance

VI. Types of loans

A. Methods of repayment

1. Single-payment loan--Repayment is made with one lump sum

2. Installment loan--Repayment made in regular installments

(NOTE: Principle plus interest equals regular installments.)

B. Security

1. Unsecured loan

(NOTE: This is sometimes called a signature loan.)

a. The contract is signed binding yourself to the terms of the contract

b. Your character and honor are sufficient to enable you to obtain a loan

c. If you fail to abide by the contract, you are sued for the amount due

2. Secured loan

(NOTE: This is sometimes called a collateral loan.)

a. You have to pledge or turn over to the lender some kind of property called collateral which serves as security for the loan

b. The lender has a claim against this property until the loan is repaid

c. If the loan is not repaid, the lender can keep the property or sell it to satisfy his claim against you

INFORMATION SHEET

VII. Method of reconciling a bank statement (Transparency 4)

A. Step 1: Add to the bank statement balance the amount of any deposits made after the statement was issued

B. Step 2: Subtract from the bank statement balance those checks which are "outstanding" (those which have not been paid)

(NOTE: The bank will return your cancelled checks with the statement so you will know which ones have not been paid.)

C. Step 3: Subtract the service charge from your check stub balance

(NOTE: The bank statement balance should equal your checkbook stub balance.)

VIII. Factors to consider when writing a check (Transparency 5)

A. Write in ink

B. Write plainly

(NOTE: Signature should be written the same each time.)

C. Write to prevent space between dollar sign and check amount

D. Spell out amount in writing

E. Never make payable to cash

F. Never sign a blank check

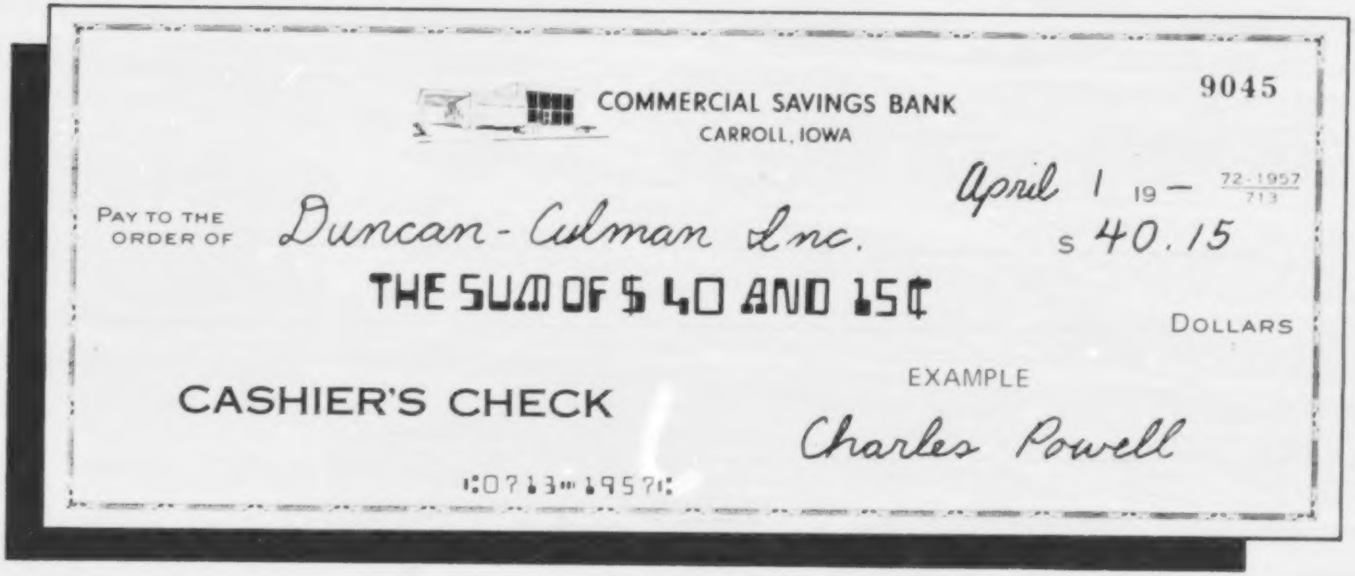
G. Void check if mistake is made

(NOTE: Record must be voided also.)

H. Write reason check was given

(NOTE: Checks should be cashed within six months.)

Cashier's Check



9045

COMMERCIAL SAVINGS BANK
CARROLL, IOWA

April 1 19—

72-1957
713

PAY TO THE ORDER OF Duncan-Culman Inc.

$ 40.15

THE SUM OF $ 40 AND 15¢

DOLLARS

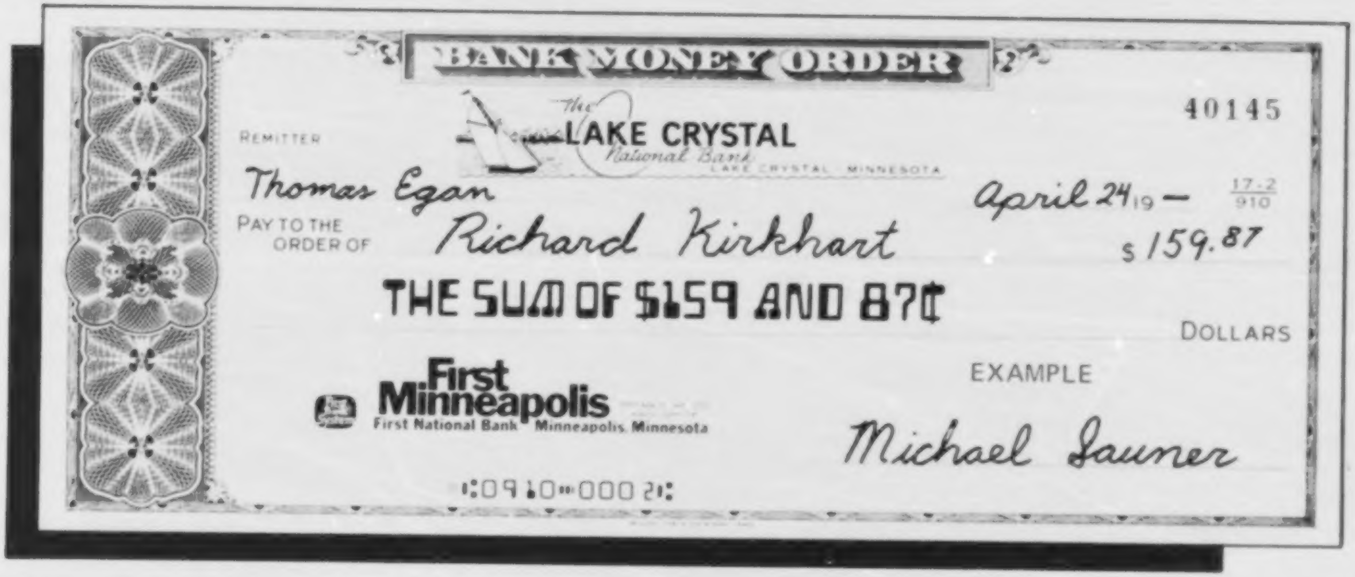
CASHIER'S CHECK

EXAMPLE

Charles Powell

⑆0713⑉1957⑆

Bank Money Order



BANK MONEY ORDER

40145

REMITTER

The LAKE CRYSTAL National Bank
LAKE CRYSTAL · MINNESOTA

Thomas Egan

April 24 19— 17-2 / 910

PAY TO THE ORDER OF Richard Kirkhart $ 159.87

THE SUM OF $159 AND 87¢ DOLLARS

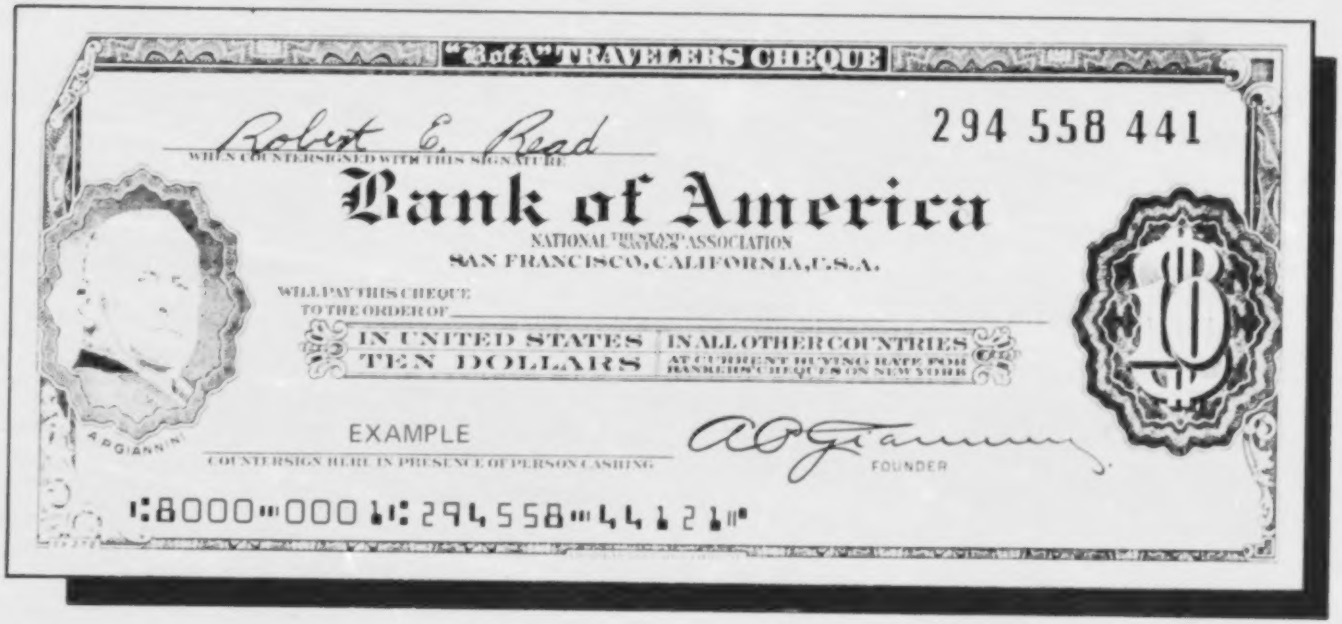
EXAMPLE

First Minneapolis
First National Bank Minneapolis, Minnesota

Michael Launer

⑆0910⑈000 2⑆

Traveler's Check



"B of A" TRAVELERS CHEQUE

294 558 441

Robert E. Read

WHEN COUNTERSIGNED WITH THIS SIGNATURE

Bank of America

NATIONAL TRUST AND SAVINGS ASSOCIATION

SAN FRANCISCO, CALIFORNIA, U.S.A.

WILL PAY THIS CHEQUE
TO THE ORDER OF ________________

IN UNITED STATES	IN ALL OTHER COUNTRIES
TEN DOLLARS	AT CURRENT BUYING RATE FOR BANKERS' CHEQUES ON NEW YORK

EXAMPLE

COUNTERSIGN HERE IN PRESENCE OF PERSON CASHING

A P Giannini

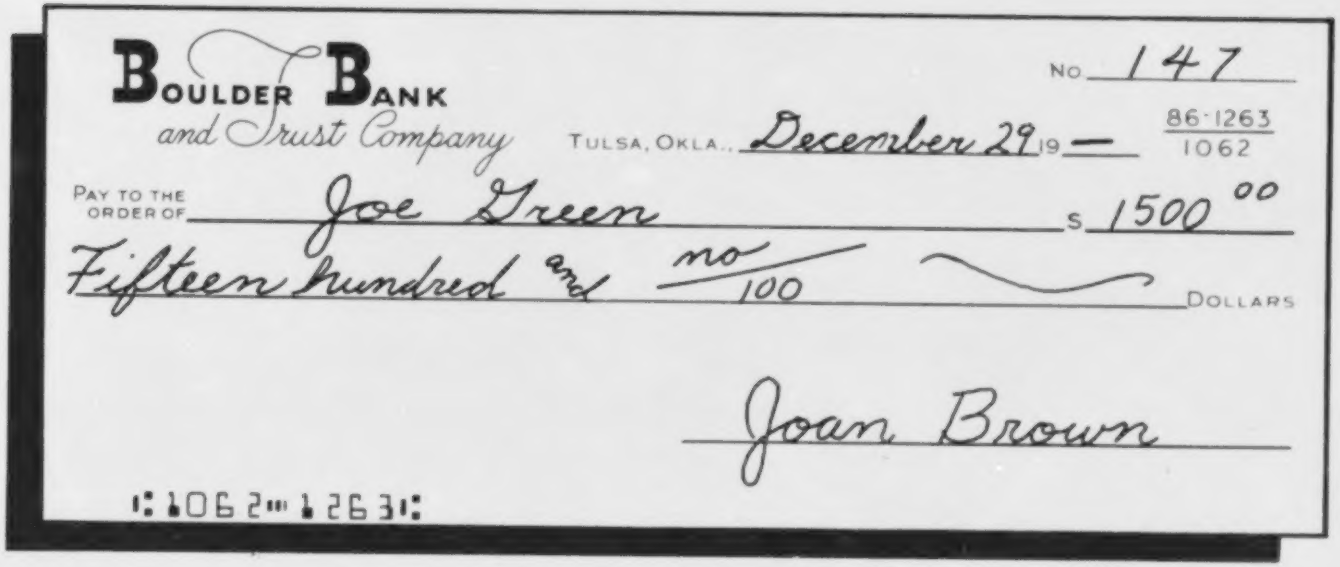
FOUNDER

⑆8000⑈0001⑆ 294558⑈44121⑈

Reconciliation of Statement

Bank Balance, Oct. 30		$325.15	Checkbook balance, Oct. 30	$293.88
Less Outstanding Checks:				
# 9	5.00			
#10	16.17			
#11	12.50			
Total Checks Outstanding		33.67	Less Service Charge	2.40
Bank Balance		$291.48	Correct Checkbook Balance	$291.48

Sample Check



BOULDER BANK
and Trust Company

No. 147

TULSA, OKLA., December 29 19—

86-1263
1062

PAY TO THE ORDER OF Joe Green $ 1500 00

Fifteen hundred and no/100 DOLLARS

Joan Brown

⑆1062⑈1263⑆

BANKING SERVICES
UNIT I

ASSIGNMENT SHEET #1--WRITE CHECKS

Write two checks using the information below.

Check #1

Date: Determined when check is written

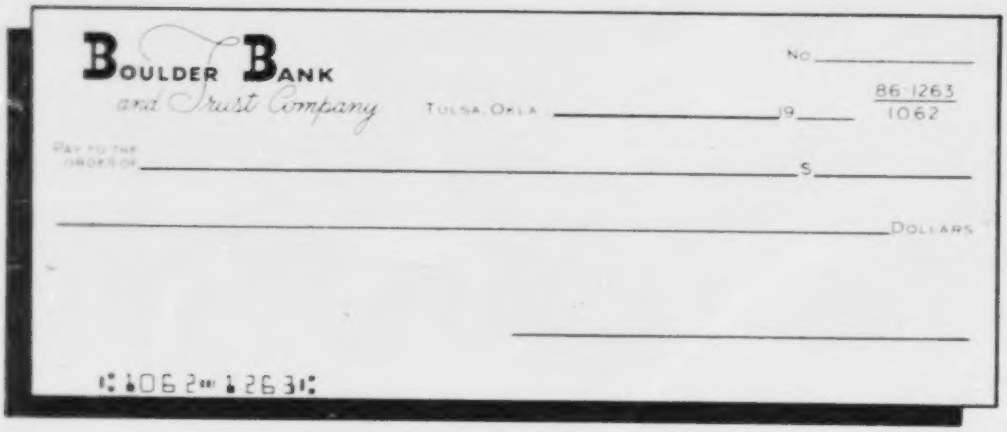
Pay to: John Doe

Amount: $150.00

For: House rent

Sign your name

(NOTE: When finished writing the check, write void across the face of the check.)



BOULDER BANK
and Trust Company

NO. ______

TULSA, OKLA. ______ 19____

86-1263
1062

PAY TO THE ORDER OF ______ $______

______ DOLLARS

______

⑆1062⑈1263⑆

ASSIGNMENT SHEET #1

Check #2

Date: Determined when check is written

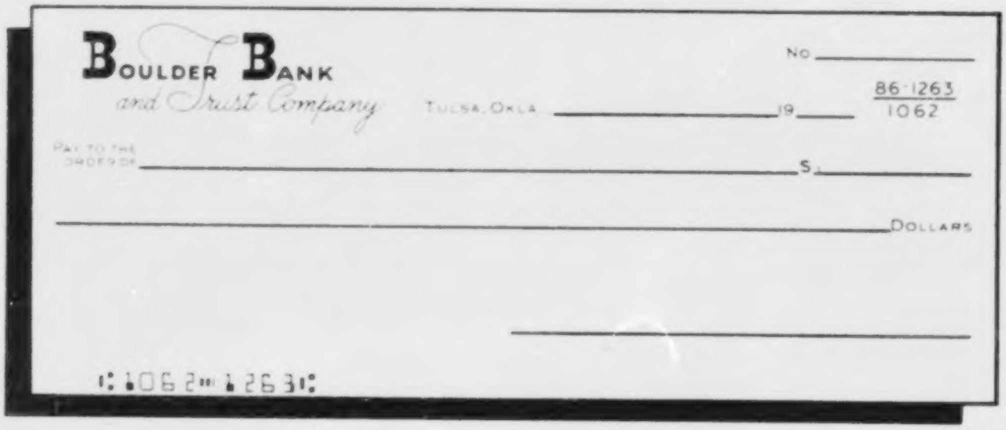
Pay to: Henry Doe

Amount: $15.58

For: Groceries

Sign your name

(NOTE: When finished writing the check, write void across the face of the check.)



BOULDER BANK
and Trust Company

NO. ____________

86-1263
1062

TULSA, OKLA. ____________ 19____

PAY TO THE ORDER OF ____________ $ ____________

____________ DOLLARS

____

⑆1062⑈1263⑆

BANKING SERVICES
UNIT I

ASSIGNMENT SHEET #2--WRITE CHECKS AND MAKE DEPOSITS

Write checks and make out deposit slips for your account, John and/or Mary Smith, in the situations below. Be sure to include all necessary information. Start with a checkbook balance of $186.83. Your first check number will be No. 15.

(NOTE: Use the blank checks and deposit slips provided in this unit.)

Oct. 1, 197-	Write check to Neighborhood Food Market for $5.60 for groceries
Oct. 6	Pay Anderson and Company for shoe repair, $14.65
Oct. 6	Make deposit of silver, $1.75; currency, $6.00; and one check made on First City Bank for $8.50
Oct. 18	Pay Fashion Shop $18.75 for dress
Oct. 20	Make deposit of currency, $6.00; silver, $8.75; and check on Boulder Bank and Trust Company for $85.00
Oct. 27	Pay school club dues, $35.00
Oct. 30	Pay Alexander Fabric Company for sewing materials, $25.00
Oct. 30	Make deposit of currency, $6.00; silver, $.65

26-D

ASSIGNMENT SHEET #2

BOULDER BANK
and Trust Company

NO. ______________

86-1263
1062

TULSA, OKLA. ______________ 19____

PAY TO THE ORDER OF ________________________________ $__________

____ DOLLARS

____

⑆1062⑈1263⑆

BOULDER BANK
and Trust Company

NO. ______________

86-1263
1062

TULSA, OKLA. ______________ 19____

PAY TO THE ORDER OF ________________________________ $__________

____ DOLLARS

____

⑆1062⑈1263⑆

DEPOSIT TICKET

____

____

Date ______________ 19 ______
Deposited With

BOULDER BANK & TRUST COMPANY
Tulsa, Oklahoma 74100

"018866"

CASH			
CHECKS			
List			
Singly			
Be Sure			
Each			
Item is			
Endorsed			
	TOTAL		
Less Cash Received			
NET DEPOSIT			

Checks and Other Items Are Received
Subject To The Regulations of This Bank

ASSIGNMENT SHEET #2

BOULDER BANK
and Trust Company

No. ______

Tulsa, Okla. ______________ 19____ 86-1263/1062

Pay to the order of ______________________________ $________

______________________________ Dollars

____

⑆1062⑈1263⑆

DEPOSIT TICKET

____

____

Date __________ 19 ____

Deposited With

BOULDER BANK & TRUST COMPANY
Tulsa, Oklahoma 74100

"018866"

CASH			
CHECKS			
List			
Singly			
Be Sure			
Each			
Item is			
Endorsed			
TOTAL			
Less Cash Received			
NET DEPOSIT			

Checks and Other Items Are Received Subject To The Regulations of This Bank

BOULDER BANK
and Trust Company

No. ______

Tulsa, Okla. ______________ 19____ 86-1263/1062

Pay to the order of ______________________________ $________

______________________________ Dollars

____

⑆1062⑈1263⑆

ASSIGNMENT SHEET #2

BOULDER BANK
and Trust Company

No. ____________

Tulsa, Okla. ____________ 19____

86-1263
1062

Pay to the order of ____________________________ $__________

____ Dollars

____

⑆1062⑈1263⑆

DEPOSIT TICKET

____

____

Date ____________ 19____

Deposited With

BOULDER BANK & TRUST COMPANY
Tulsa, Oklahoma 74100

"018866"

CASH			
CHECKS			
List			
Singly			
Be Sure			
Each			
Item is			
Endorsed			
TOTAL			
Less Cash Received			
NET DEPOSIT			

Checks and Other Items Are Received Subject To The Regulations of This Bank

BANKING SERVICES
UNIT I

ASSIGNMENT SHEET #3-RECONCILE A BANK STATEMENT

Below is a sample bank statement covering the transactions made in Assignment Sheet #2. Reconcile your bank balance (from Assignment Sheet #2) with the bank statement on the form at the bottom of the page.

BANK STATEMENT In Account With

John and/or Mary Smith
56 Terrace Avenue
Tulsa, Oklahoma 74105

BOULDER BANK & TRUST COMPANY
Tulsa, Oklahoma 74105

CHECKS	DEPOSITS	DATE	BALANCE
BALANCE BROUGHT FORWARD		10-1-73	$186.83
$ 5.60-		10-2	181.23
	$16.25+	10-6	197.48
14.65-		10-15	182.83
18.75-	99.75+	10-20	263.83
35.00-		10-28	228.83
	6.65+	10-30	235.48
2.50SC			232.98

PLEASE EXAMINE AT ONCE. IF NO ERROR IS REPORTED IN TEN DAYS, THE ACCOUNT WILL BE CONSIDERED CORRECT.

KEY
EC ERROR CORRECTED
OD OVERDRAFT
SC SERVICE CHARGE

CHECKBOOK BALANCE BANK STATEMENT BALANCE

BANKING SERVICES
UNIT I

TEST

1. Match the terms in each section to the correct definition on that page.

_____a. Permit to do business

_____b. Regular report of deposits and checks

_____c. Record kept of one's transactions

_____d. Person to whom a check is payable

_____e. Deposits which earn interest

_____f. The amount paid for the use of money

_____g. Federal Deposit Insurance Corporation, a government corporation paid for by banks which insures individual bank accounts up to $20,000

_____h. Bank on which the check is drawn

_____i. A check that has been paid by the bank

_____j. Two persons use the same bank checking account or savings account

_____k. A bound book containing blank checks and check stubs or a check register

_____l. The money placed in a bank in one's checking or savings account

1. Time deposits
2. FDIC
3. Bank statement
4. Checkbook
5. Deposits
6. Drawee
7. Bank charter
8. Payee
9. Account
10. Interest
11. Joint account
12. Cancelled check

______m. A record of the depositor's signature which authorizes payment of check he writes

______n. The amount a bank charges for checking account services

______o. A compartment in a bank vault for storing valuables

______p. Financial institution authorized by its charter to perform certain functions

______q. Deposits in a checking account

______r. Creditors of a bank because the bank owes them money

______s. A statement showing how the checkbook balance and the bank statement were brought into agreement

______t. A fixed monthly charge made by a bank for maintaining an account

______u. The person who signs the check

______v. A form which accompanies a deposit and shows the item and amount to be deposited

______w. The depositor's written order directing the bank to pay out money for him

______x. Money deposits from business and individuals which are paid out when the depositors write checks

13. Check
14. Drawer
15. Bank
16. Signature card
17. Depositors
18. Reconciliation
19. Deposit slip
20. Safe deposit box
21. Service charge
22. Demand deposits
23. Checking account service
24. Maintenance charge

_____y. Bonds, stocks, rights to proceeds from an insurance policy and other personal property such as automobiles and livestocks which serve as security for a loan

_____z. A place where banks exchange checks drawn on each other

____aa. Confirmation, usually by the parents, of a contract made by a minor

____bb. Obtaining possession and title to property when mortgagor fails to fulfill his obligation

____cc. To draw checks on a bank account for more than the balance

____dd. Lending of something for the borrower's temporary use

____ee. The depositor's book in which a bank enters his deposits and withdrawals

____ff. One of the parts into which a debt is divided when payments are made at intervals

____gg. A capital sum placed at interest, due as a debt, or used as a fund

____hh. A signature written on the reverse or blank side of the check which is evidence that the payee received the money

25. Passbook
26. Loan
27. Collateral
28. Co-sign
29. Foreclosure
30. Installment
31. Overdraw
32. Principal
33. Endorsement
34. Clearinghouse

2. List three functions of banks.

a.

b.

c.

3. Discuss two kinds of banks.

4. Match the methods of making bank payments other than personal checks to their characteristics.

______a. An ordinary check drawn by a depositor in the usual way but presented to the bank for certification by the drawer

______b. Used to pay bills owed by the bank

______c. May be purchased from the American Express Company or from almost any bank

______d. Check of one bank drawn upon funds deposited to its credit with some other bank

______e. Serves essentially the same function in transmitting money for a customer as a cashier's check

1. Cashier's check
2. Bank draft
3. Traveler's check
4. Bank money order
5. Certified check

5. List five other bank services.

a.

b.

c.

d.

e.

6. Discuss types of loans concerning methods of repayment and security.

7. Describe in three steps the method of reconciling a bank statement with the check stub record.

   a.

   b.

   c.

8. List six factors to consider when writing a check.

   a.

   b.

   c.

   d.

   e.

   f.

9. Objective nine will be evaluated by completion of the assignment sheets.

   (NOTE: If this has not been accomplished prior to the test, ask your instructor when the above activity should be completed.)

BANKING SERVICES
UNIT I

ANSWERS TO TEST

1. a. 7
   b. 3
   c. 9
   d. 8
   e. 1
   f. 10
   g. 2
   h. 6
   i. 12
   j. 11
   k. 4
   l. 5
   m. 16
   n. 21
   o. 20
   p. 15
   q. 22
   r. 17
   s. 18
   t. 24
   u. 14
   v. 19
   w. 13

x. 23.

y. 27.

z. 34

aa. 28

bb. 29

cc. 31

dd. 26

ee. 25

ff. 30

gg. 32

hh. 33

2. a. To receive deposits of money subject to withdrawal by the depositor either on demand or after notice has been given

   b. To make loans

   c. To pay interest

3. Discussion should include:

   a. State

      1. Organized as a corporation

      2. Obtains authority through charter granted by the state in which it operates

      3. May be a member of Federal Reserve System

      4. May be various types of banks

         a. Commercial bank

         b. Savings bank

         c. Trust company

         d. Investment bank

- b. National
    1. Obtains charter from the federal government
    2. Subject to the regulations of the Federal Reserve System and the banking laws enacted by the federal government
    3. Always organized as a corporation
    4. Must be a member of the Federal Reserve System

4. a. 5
    - b. 1
    - c. 3
    - d. 2
    - e. 4

5. Any five of the following:
    - a. Savings accounts
    - b. Safe-deposit boxes
    - c. Financial and tax advice
    - d. Charge account services
    - e. Revolving credit
    - f. Sale of government bonds
    - g. Estate planning
    - h. Insurance

6. Discussion should include:
    - a. Methods of repayment
        1. Single-payment loans--Repayment is made with one lump sum
        2. Installment loans--Repayment made in regular installments
    - b. Security
        1. Unsecured loan
            - a. The contract is signed binding yourself to the terms of the contract

        b. Your character and honor are sufficient to enable you to obtain a loan

        c. If you fail to abide by the contract, you are sued for the amount due

    2. Secured loan

        a. You have to pledge or turn over to the lender some kind of property called collateral which serves as security for the loan

        b. The lender has a claim against this property until the loan is repaid

        c. If the loan is not repaid, the lender can keep the property or sell it to satisfy his claim against you

7. a. Step 1: Add to the bank statement balance the amount of any deposits made after the statement was issued

    b. Step 2: Subtract from the bank statement balance those checks which are "outstanding" (those which have not been paid)

    c. Step 3: Subtract the service charge from your check stub balance

8. Any six of the following:

    a. Write in ink

    b. Write plainly

    c. Write to prevent space between dollar sign and check amount

    d. Spell out amount in writing

    e. Never make payable to cash

    f. Never sign a blank check

    g. Void check if mistake is made

    h. Write reason check was given

9. Evaluated to the satisfaction of the instructor.

CREDIT
UNIT II

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to decide for himself when to use credit, determine the cost of credit, and tell how the Truth-In-Lending Act affects him. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match credit terms with their meanings.
2. Write four guidelines for buying on credit.
3. List and explain the six C's of credit.
4. Name the basic ways consumer credit can be classified.
5. Name six noninstallment sales credit plans.
6. Calculate the difference in cost of buying on single-payment loan and installment loan.
7. Discuss in writing the Truth-In-Lending Act.

CREDIT
UNIT II

SUGGESTED ACTIVITIES

I. Instructor:

- A. Provide students with objective sheet.
- B. Provide students with information and assignment sheets.
- C. Make transparencies.
- D. Discuss terminal and specific objectives
- E. Discuss information and assignment sheets.
- F. Show film.
- G. Give test.

II. Student:

- A. Read objectives.
- B. Study information sheet.
- C. Complete assignment sheets.
- D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

- A. Objectives
- B. Information sheet
- C. Transparency Master #1--Use Credit Wisely
- D. Assignment sheets
    1. Assignment Sheet #1--Criteria for Using Credit
    2. Assignment Sheet #2--Credit Obligations
    3. Assignment Sheet #3--Calculate Interest Rates
- E. Test
- F. Answers to test

II. References:

A. DeBrum-Haines-Malsbary-Crabbe. *General Business for Economic Understanding.* Tenth Edition. Dallas, Texas: South-Western Publishing Company, 1971.

B. Price-Mussleman-Hall-Weeks. *General Business for Everyday Living.* Third Edition. Dallas, Texas: Gregg Division, McGraw-Hill Book Company, 1966.

C. Kimbrell-Vineyard. *Succeeding in the World of Work.* First Edition. Bloomington, Illinois: McKnight and McKnight Publishing Company, 1970.

D. Warmke, Roman F., Eugene D. Wyllie, and Beulah E. Sellers. *Consumer Decision Making.* Cincinnati: South-Western Publishing Company, 1972.

E. Wilhelms-Heimerl-Jelley. *Consumer Economics.* Third Edition. Dallas, Texas: McGraw-Hill Book Company, Gregg Division.

F. Warmke-Wyllie-Wilson-Eyster. *Consumer Economic Problems.* Eighth Edition. Dallas, Texas: South-Western Publishing Company.

G. International Consumer Credit Association, 375 Jackson Avenue, St. Louis, Missouri 63130.

H. List of Materials on Money and Banking for Secondary School Teachers, 1970, available from Banking Education Committee, American Bankers Association, 90 Park Avenue, New York, New York, 10016.

I. Thal, Helen M. *Your Family and Its Money.* Boston, Massachusetts: Houghton Mifflin Company, 1968.

III. Optional Teaching Aids:

A. Films:

1. "Charge Cards and Charge Statements" (available from Curriculum Center)

2. "The Credit Union" (available from Curriculum Center)

3. "Credit! A Consumer Resource" J. C. Penney, Inc. (available from Curriculum Center)

4. "The Debt Set" Oklahoma Consumer Credit Association (available from: 837 S. W. 29th or 531 N. W. 32nd, Oklahoma City, Oklahoma)

5. "Be Credit Wise" Money Management Institute (available from: Household Finance Corporation, Prudential Plaza, Chicago, Illinois 60601.)

6. "How to Choose and Use Retail Credit" (available from Consumer Information Services, Department 703 - Public Relations, Sears, Roebuck and Company, 303 East Ohio Street, Chicago, Illinois 60611.)

B. Record: "Credit Card Blues." Montie Montana Jr. (Available from Montana Associates, Inc., Box 102, Calabasas, California, 91301.)

CREDIT
UNIT II

INFORMATION SHEET

I. Terms and definitions

  A. Bill—A statement generally used to show charges for goods and services

  B. Budget plan—A type of plan in which a customer makes a purchase and pays for it in equal payments over a period of three months

  C. Conditional sales contract—An agreement whereby the buyer can take possession of the article and use it

  D. Credit—A promise to pay at a future time for something of value that is received now

  E. Credit card—An identification card which permits a person to obtain goods and/or services on credit

  F. Credit memorandum—A form showing the detailed record of returned merchandise

  G. Creditor—The person who sells on credit or makes a loan

  H. Credit rating—An individual's reputation for paying his debts on time

  I. Credit union—A cooperative association which accepts deposits and makes small loans to its members

  J. Debtor—One who borrows and promises to pay later

  K. Discount—The interest deducted in advance from the total amount borrowed

  L. Down payment—An amount of money paid on the purchase price of an item at the time of purchase

  M. Co-signer—A person who signs a note and is responsible for payment if the original borrower does not pay

  N. Finance charge—The amount of money that a merchant charges to cover his cost of handling a particular credit account

  O. Installment buying—The method of purchasing merchandise and promising to make weekly, monthly, or sometimes annual payments on it

  P. Mortgage—Contract of claim or obligation

  Q. Open charge account—The method of purchase whereby the seller agrees to let the buyer purchase what he wants during an "open" period and pay in full at the end of the period

INFORMATION SHEET

R. Promissory note—A written promise to repay borrowed money at a definite time

S. Receipt—A written acknowledgment that money, goods, or services have been received

T. Repossess—The taking back of merchandise that was sold on credit if payments were not made as agreed

U. Retail credit bureau—An organization which keeps records on persons in a community who have done business on credit with local firms

V. Security—Something of value pledged to insure payment of a loan

(NOTE: It is sometimes called collateral.)

W. Uncollectible account—The amounts owed by credit customers who do not pay their bills

II. Guidelines for using credit

A. Use credit for items which have a higher price than one can afford with one or two paychecks

B. Use credit for goods which have a long useful life

C. Use ability to pay as a guide on which to base credit

D. Make a large down payment, reduce monthly payments, and lower interest

E. Estimate future income and expenses before using credit

F. Avoid temptation in using credit after one item has been paid off

III. The six C's that count for credit (Transparency 1)

A. Character—A sincere attitude for paying bills

B. Capacity—An ability to repay

C. Capital—Owning more than one's debt

D. Conditions—Satisfying agreements between the parties

E. Collateral—Possessions used as security for debts

F. Common sense—Ability to use credit wisely

(NOTE: "These six C's Count for Credit" might be explained as each of the six C's is important. Use the above definitions together and they make a good credit risk.)

INFORMATION SHEET

IV. Basic classifications of consumer credit

  A. Service

  B. Cash

  C. Sales

V. Noninstallment credit sales plans

  A. Open charge account

  B. Budget account

  C. Revolving charge account

  D. Travel plans

  E. Bank credit card

  F. Teen-age account

VI. Methods of calculating cost

  A. Single-payment loan cost

    1. Calculated on percentage

    2. Interest stated in dollar terms

    3. Straight time

    4. Formula: Principal x Rate x Time

  B. Installment loan cost

    1. Calculated on unpaid balance

    2. Calculated each month

    3. Increases cost of loan

VII. Truth-In-Lending Act (a disclosure law)

  A. Passed in 1968

  B. Affects all businesses which extend credit

  C. Discloses annual rate of interest

INFORMATION SHEET

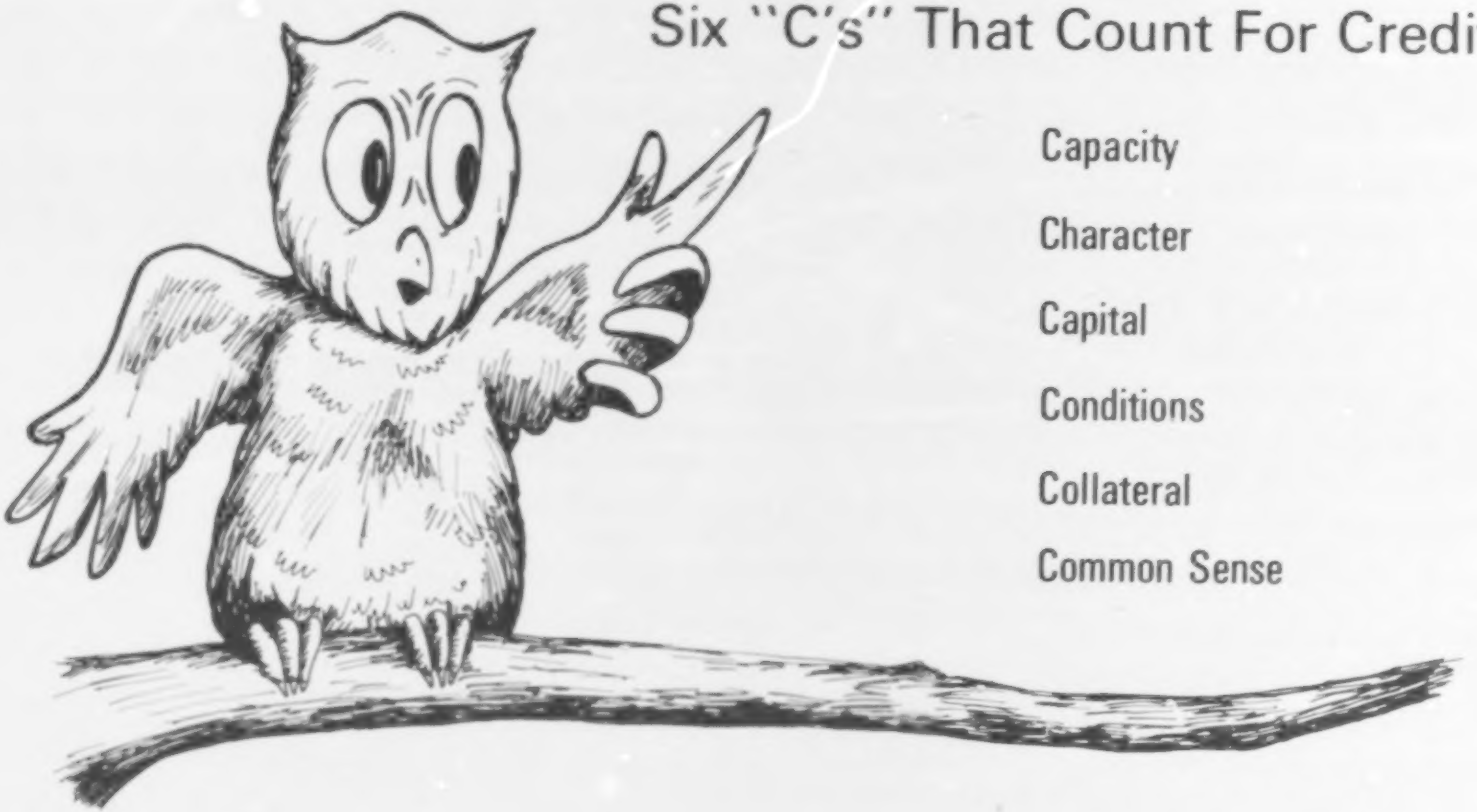
D. Discloses annual amount of dollars

E. Discloses total number of dollars paid as finance charge

F. Informs of disclosure before signing

G. Maximum rate of interest is one and one-half percent per month

Use Credit Wisely



Six "C's" That Count For Credit

- Capacity
- Character
- Capital
- Conditions
- Collateral
- Common Sense

TM 1

H.E. II - 51-D

CREDIT
UNIT II

ASSIGNMENT SHEET #1--CRITERIA FOR USING CREDIT

In your present status as a student, set up:

1. Criteria for using credit wisely
2. List of things to look for in credit contracts
3. Factors to be considered when shopping for credit

CREDIT
UNIT II

ASSIGNMENT SHEET #2-CREDIT OBLIGATIONS

1. Investigate and write out your findings of the consequences for failure to meet credit obligations.
2. List your sources of information.

CREDIT
UNIT II

ASSIGNMENT SHEET #3--CALCULATE INTEREST RATES

1. Calculate the cost of borrowing on single-payment loan in the following problems.
   a. $300 at 6% interest for 20 months
   b. $100 at 6% for 6 months
   c. $500 at 10% interest for 20 months
2. Calculate the cost of borrowing on installment loan in the following problems.
   a. $300 to be paid back at $19.24 per month for 20 months
   b. $100 to be paid back at $18.15 per month for 6 months
   c. $500 to be paid back at $30.92 per month for 20 months

CREDIT
UNIT II

ANSWERS TO ASSIGNMENT SHEET #3

1. a. $30.00
   b. $3.00
   c. $83.40
2. a. $84.80
   b. $8.90
   c. $118.40

CREDIT
UNIT II

TEST

1. Match the terms on the right to the correct definitions.

_____a. The amount of money that a merchant charges to cover his cost of handling a particular credit account

_____b. An individual's reputation for paying his debts on time

_____c. A statement generally used to show charges for goods and services

_____d. The amounts owed by credit customers who do not pay their bills

_____e. A written acknowledgment that money, goods, or services have been received

_____f. The method of purchasing merchandise and promising to make weekly, monthly, or sometimes annual payments on it

_____g. The interest deducted in advance from the total amount borrowed

_____h. A person who signs a note and is responsible for payment if the original borrower does not pay

_____i. A promise to pay at a future time for something of value that is received now

_____j. A type of plan in which a customer makes a purchase and pays for it in equal payments over a period of three months

_____k. Contract of claim or obligation

_____l. The taking back of merchandise that was sold on credit if payments were not made as agreed

1. Uncollectible account
2. Security
3. Retail credit bureau
4. Repossess
5. Receipt
6. Promissory note
7. Open charge account
8. Mortgage
9. Installment buying
10. Finance charge
11. Co-signer
12. Down payment
13. Discount
14. Debtor
15. Credit union
16. Credit rating
17. Creditor
18. Credit memorandum
19. Credit card
20. Credit
21. Conditional sales contract

______m. Something of value pledged to insure payment of a loan

______n. An agreement whereby the buyer can take possession of the article and use it

______o. An identification card which permits a person to obtain goods and/or services on credit

______p. The person who sells on credit or makes a loan

______q. One who borrows and promises to pay later

______r. An amount of money paid on the purchase price of an item at the time of purchase

______s. A cooperative association which accepts deposits and makes small loans to its members

______t. A form showing the detailed record of returned merchandise

______u. The method of purchase whereby the seller agrees to let the buyer purchase what he wants during an "open" period and pay in full at the end of the period

______v. A written promise to repay borrowed money at a definite time

______w. An organization which keeps records on persons in a community who have done business on credit with local firms

22. Budget plan

23. Bill

2. Write four guidelines for using credit.

a.

b.

c.

d.

3. List the six C's and define each in the following phrase: "These six C's Count for Credit."

   a.

   b.

   c.

   d.

   e.

   f.

4. Name the three basic classifications of consumer credit.

   a.

   b.

   c.

5. Name six noninstallment sales credit plans.

   a.

   b.

   c.

   d.

   e.

   f.

6. Calculate the difference in the cost of borrowing on a/an

   a. Single-payment loan

   b. Installment loan

   in the following problem:

   > Mr. Bill Right can borrow $150 for 6 months at 10 percent interest and repay the principal and the interest at the end of the 6 months; or he can borrow $150 and repay it in 6 monthly payments of $25 plus the interest.

7. Discuss the Truth-In-Lending Act.

CREDIT
UNIT II

ANSWERS TO TEST

1. a. 10

b. 16

c. 23

d. 1

e. 5

f. 9

g. 13

h. 11

i. 20

j. 22

k. 8

l. 4

m. 2

n. 21

o. 19

p. 17

q. 14

r. 12

s. 15

t. 18

u. 7

v. 6

w. 3

2. Any four of the following:
   - a. Use credit for items which have a higher price than one can afford to pay with one or two paychecks
   - b. Use credit for goods which have a long useful life
   - c. Use ability to pay as a guide on which to base credit
   - d. Make a large down payment, reduce monthly payments, and lower interest
   - e. Estimate future income and expenses before using credit
   - f. Avoid temptation in using credit after one item has been paid off
3. a. Character--A sincere attitude for paying bills
   - b. Capacity--An ability to repay
   - c. Capital--Owning more than one's debt
   - d. Conditions--Satisfying agreements between the parties
   - e. Collateral--Possessions used as security for debts
   - f. Common sense--Ability to use credit wisely
4. a. Service
   - b. Cash
   - c. Sales
5. a. Open charge account
   - b. Budget account
   - c. Revolving charge account
   - d. Travel plans
   - e. Bank credit card
   - f. Teen-age account
6. a. Single-payment loan

   Cost: $7.50

   $$\frac{150}{1} \times \frac{10}{100} \times \frac{6}{12} =$$

   $$\frac{150}{1} \times \frac{1}{10} \times \frac{1}{2} = \$7.50$$

   - b. Installment loan cost: $26.25

7. Discussion should include the following:
   - a. Passed in 1968
   - b. Affects all businesses which extend credit
   - c. Discloses annual rate of interest
   - d. Discloses annual amount of dollars
   - e. Discloses total number of dollars paid as finance charge
   - f. Informs of disclosure before signing
   - g. Maximum rate of interest is one and one-half percent per month

BUYING PRACTICES
UNIT III

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to name basic needs, list choices to be made when buying, and describe advertising in detail. The student should be able to name consumer problems, discuss contracts and warranties, and list sources of consumer protection. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with buying practices to the correct definition.
2. List factors which determine individual buying practices.
3. Name tangible and intangible basic needs.
4. List choices to be made during buying.
5. Describe the ultimate function of advertising.
6. Discuss major functions of advertising.
7. List guides for consumers in analyzing advertisements.
8. Discuss two major views toward advertising.
9. Describe three kinds of advertising.
10. Select from a list the person who ultimately pays for advertising.
11. Name three problems encountered by consumers when attempting to spend money wisely for goods and services.
12. Name the basic elements of a contract.
13. Discuss two types of warranties.
14. List major sources of consumer protection.

BUYING PRACTICES
UNIT III

SUGGESTED ACTIVITIES

I. Instructor:

  A. Provide students with objective sheet.

  B. Provide students with information and assignment sheets.

  C. Make transparencies.

  D. Discuss terminal and specific objectives.

  E. Discuss information and assignment sheets.

  F. Assist students in investigating sources of consumer protection.

  G. Give test.

II. Student:

  A. Read objectives.

  B. Study information sheet.

  C. Complete each assignment sheet.

  D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

  A. Objectives

  B. Information sheet

  C. Transparency masters

    1. TM 1--Consumer Choices

    2. TM 2--Consumer Problems

    3. TM 3--Basic Elements of a Contract

  D. Assignment sheets

    1. Assignment Sheet #1--Determine Kinds of Advertising

    2. Assignment Sheet #2--Sources of Consumer Protection

E. Test

F. Answers to test

II. References:

A. Warmke, Roman F., Eugene D. Wyllie, and Beulah E. Sellers. *Consumer Decision Making.* Cincinnati, Ohio: South-Western Publishing Company, 1972.

B. Barclay, Marion S., Frances Champion, Jeanne Hayden Brinkley, and Kathleen W. Funderburk. *Teen Guide to Homemaking.* New York: Webster Division, McGraw Hill Book Company, 1972.

C. Thal, Helen M. *Your Family and Its Money.* Boston: Houghton Mifflin Company, 1968.

D. Fitzsimmons, Cleo, and Nell White. *Management for You.* Philadelphia, Pennsylvania: J.B. Lippincott Company, 1969.

BUYING PRACTICES
UNIT III

INFORMATION SHEET

I. Terms and definitions

   A. Economics--Study of the process by which we make and spend our incomes

   B. Economic good--Any material object useful to man in satisfying his wants or needs and scarce enough that he is willing to pay for it

   C. Consumer--Any person, business firm, or governmental unit that engages in the process of choosing goods and services, spending money for them, and using these goods and services primarily to satisfy individual wants

   D. Contract--Written agreement between two or more competent parties that creates an obligation enforceable by law

   E. Warranties--Promises or representations made by the salesman before or after the sale of a specific product

   F. Breach of warranty--A case of misrepresentation or if goods do not fulfill the reasonable expectations of a warranty

   G. Values--Set of beliefs and ideals that are developed as we grow, learn, and design our lives

      (NOTE: These ideals or beliefs give direction to a person's life, guide his behavior, and frequently determine what he will do with his time, money, and many other resources.)

   H. Goals--Objectives toward which we work

   I. Needs--Materials necessary to sustain life

   J. Wants--Those things or services which add pleasure and meaning to one's life

II. Factors which determine individual buying practices

   A. Values

   B. Goals

   C. Needs

   D. Wants

INFORMATION SHEET

III. Basic needs

- A. Tangible
    - 1. Food
    - 2. Clothing
    - 3. Shelter
- B. Intangible
    - 1. Love
    - 2. Security
    - 3. Self-realization
    - 4. Need for new experiences

IV. Choices to be made during buying (Transparency 1)

- A. Between wants and needs
- B. Between one product and another of the same kind
- C. Between two entirely different kinds of products
- D. Between spending money now or saving it

V. Ultimate function of advertising--To sell goods and services for the advertiser

VI. Major functions of advertising

- A. Stimulate consumer demand through obtaining:
    - 1. Wider acceptance and greater use of products not yet universally used

      Example: Wash-and-wear apparel
    - 2. Greater use of products already widely used

      Examples: Potatoes or citrus fruits
    - 3. Wider acceptance of a commodity by consumers who have not used it

INFORMATION SHEET

B. Educate prospective consumers regarding:

  1. Personal benefits and satisfactions derived from using a particular product

  2. Various uses of a product

  3. Merits of a particular brand or make

C. Inform consumers about new products, developments in present products, and changes in fashions and customs

D. Maintain contact with consumers who, without advertising, may never know a product is available

E. Stress exclusive features and important advantages of a product

F. Build consumer preference for a particular brand of product, thus resulting in a price above competitive brands

G. Develop large-scale distribution, thus making possible low-cost mass production

H. Establish a trade name slogan or product image

I. Create goodwill and develop consumer respect for the firm

J. Obtain a list of prospective customers and prepare the way for salesmen

K. Obtain a larger share of the business available

L. Promote the use of one class of product

Example: Margarine as opposed to butter

VII. Guides for consumers in analyzing advertisements

A. Study advertisements continually to learn about new products and services, improvements, and developments; learn to recognize trademarks, brand names, and both the manufacturers and retailers of the commodities you want; use advertisements as a source of information

B. Discover the kind of appeal used in an advertisement--emotional or reason-why; this knowledge will help you in using the advertisements wisely in making consumer choices

C. Look for statements indicating the quality of the product advertised; if the advertisement is not adequate, seek more information from manufacturer or retailer

INFORMATION SHEET

D. Do not be influenced by absurd and meaningless statements or implications in advertisements; many of them are not complimentary to one's intelligence

E. Evaluate with great care testimonials used in advertisements; ordinarily an advertising testimonial is of little value

F. Search for informative statements that explain the essential features of a product--specifications, standards, and performance

G. Develop a pattern to follow in analyzing advertisements; become an efficient and wise consumer by forming analytical habits for evaluating advertisements

VIII. Two major views toward advertising

A. Critics outlook of advertising

1. Promotes brand-switching rather than increasing total demand and is an economic waste

2. Increases the prices of goods

3. Promotes wasteful obsolescence

4. Appeals too much to emotions rather than to reason

5. Controls the press

6. Often in poor taste and needs improvement

B. Supporters opinion of advertising

1. Increases total demand

2. Often makes lower prices possible

3. Enhances economic and individual freedom by allowing consumers the right of "uneconomical" obsolescence

4. Frees the press from political control

5. Can and should be improved

(NOTE: Critics and proponents need to recall that advertising has not caused our economic system; advertising has resulted from it.)

INFORMATION SHEET

IX. Kinds of advertising

A. Consumer advertising--Advertising for the ultimate consumer, or the person who buys for personal or household use, not for a business or a profession

B. Primary advertising--Advertising that stresses the benefits of a certain class or type of product rather than particular brands of that product

Example: The beef industry stimulates the demand for steak through advertising.

C. Selective advertising

1. Advertising which attempts to persuade consumers generally to buy one brand rather than another

2. This is the type most frequently addressed to consumers

X. Person who ultimately pays for advertising--Consumer

XI. Problems encountered by consumers when attempting to spend money wisely for goods and services (Transparency 2)

A. Does the product or service adequately meets his needs?

B. How can he know the quality of the product or service?

C. How can he be certain that the price is fair and reasonable?

D. How should he react to salesmen?

(NOTE: To solve these problems, the consumer needs a great deal of information about the product or service he is considering to protect himself from making poor choices and from questionable and unethical practices on the part of salesmen.)

XII. Basic elements of a contract (Transparency 3)

A. There must be an offer and acceptance

B. The parties must be competent

C. The purpose or subject of the agreement must be legal

D. There must be a consideration

E. The agreement must be in proper legal form

INFORMATION SHEET

XIII. Types of warranties

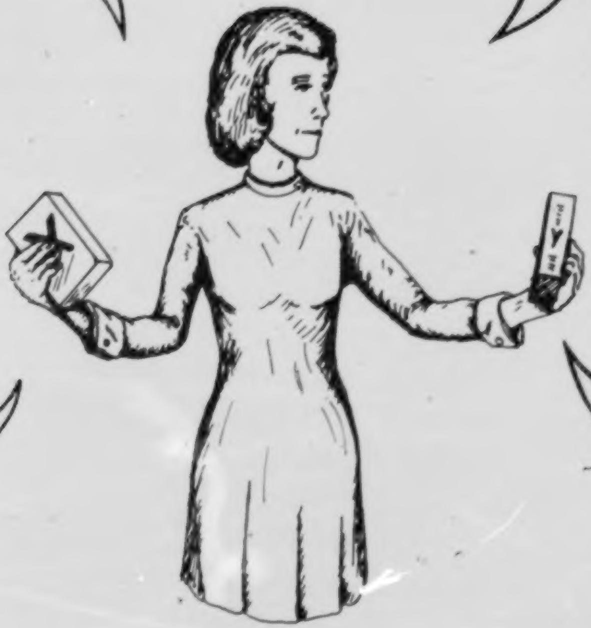
- A. Express
    - 1. A definite statement of fact about a product
    - 2. A written guarantee
- B. Implied
    - 1. The buyer rightfully expects the article purchased to serve its purpose
    - 2. There is no definite statement in regard to the product

XIV. Major sources of consumer protection

- A. Consumer-sponsored services
- B. Professional associations
- C. Businesses, associations, and independent testing and certifying agencies

  (NOTE: These organizations provide information for the guidance and protection of consumers.)
- D. Government agencies and acts

Consumer Choices



One Product and Another of the Same Kind

Two Entirely Different Kinds of Products

Wants and Needs

Spending Money Now or Saving It

Consumer Problems

- Is the Product or Service of a nature that it adequately meets his needs?
- How can he know the Quality of the product or service?
- How can he be certain that the Price is Fair and Reasonable?

Basic Elements of a Contract

Offer and Acceptance

Parties Must Be Competent

Purpose or Subject of the Agreement Must Be Legal

Must Be a Consideration

Agreement Must Be in Proper Legal Form

BUYING PRACTICES
UNIT III

ASSIGNMENT SHEET #1--DETERMINE KINDS OF ADVERTISING

Using newspapers, magazines, mail circulars, and other available sources obtain and bring to class five examples of advertisements. Are they examples of consumer, primary, or selective advertising? How do you know this?

BUYING PRACTICES
UNIT III

ASSIGNMENT SHEET #2--SOURCES OF CONSUMER PROTECTION

Determine what sources of consumer protection are available to you in your area. This information may be obtained by asking businessmen, reading newspapers, using the telephone directory, and other methods. List these sources below. Are they consumer sponsored, professional associations, testing and certifying agencies, or government agencies?

BUYING PRACTICES
UNIT III

TEST

1. Match the following terms to the correct definition.

_____a. Study of the process by which we make and spend our incomes

_____b. A case of misrepresentation or if goods do not fulfill the reasonable expectations of a warranty

_____c. Objectives toward which we work

_____d. Those things or services which add pleasure and meaning to one's life

_____e. Materials necessary to sustain life

_____f. Written agreement between two or more competent parties that creates an obligation enforceable by law

_____g. Promises or representations made by the salesman before or after the sale of a specific product

_____h. Set of beliefs and ideals that are developed as we grow, learn, and design our lives

_____i. Any person, business firm, or governmental unit that engages in the process of choosing goods and services, spending money for them, and using these goods and services primarily to satisfy individual wants

_____j. Any material object useful to man in satisfying his wants or needs and scarce enough that he is willing to pay for it

1. Values
2. Needs
3. Consumer
4. Economics
5. Contract
6. Goals
7. Wants
8. Economic good
9. Warranties
10. Breach of warranty

2. List four factors which determine individual buying practices.
   a.
   b.
   c.
   d.
3. Name three tangible and four intangible basic needs.
   a.
      1.
      2.
      3.
   b.
      1.
      2.
      3.
      4.
4. List four choices to be made during buying.
   a.
   b.
   c.
   d.
5. Describe the ultimate function of advertising.

6. Discuss the major functions of advertising.

7. List five guides for consumers in analyzing advertisements.

   a.

   b.

   c.

   d.

   e.

8. Discuss two major views toward advertising.

   a.

   b.

9. Describe three kinds of advertising.

   a.

   b.

   c.

10. Place an "X" to the left of the person who ultimately pays for advertising.

    ______a. Salesman

    ______b. Consumer

    ______c. Local merchant

11. Name three problems encountered by consumers when attempting to spend money wisely for goods and services.

    a.

    b.

    c.

12. Name the basic elements of a contract.

13. Discuss two types of warranties.

    a.

    b.

14. List four major sources of consumer protection.

a.

b.

c.

d.

BUYING PRACTICES
UNIT III

ANSWERS TO TEST

1. a. 4
   b. 10
   c. 6
   d. 7
   e. 2
   f. 5
   g. 9
   h. 1
   i. 3
   j. 8
2. a. Values
   b. Goals
   c. Needs
   d. Wants
3. a. Tangible
      1) Food
      2) Clothing
      3) Shelter
   b. Intangible
      1) Love
      2) Security
      3) Self-realization
      4) Need for new experiences

4. a. Between wants and needs
   b. Between one product and another of the same kind
   c. Between two entirely different kinds of products
   d. Between spending money now or saving it
5. To sell goods and services for the advertiser
6. Discussion should include:
   a. Stimulate consumer demand through obtaining:
      1) Wider acceptance and greater use of products not yet universally used
      2) Greater use of products already widely used
      3) Wider acceptance of a commodity by consumers who have not used it
   b. Educate prospective consumers regarding:
      1) Personal benefits and satisfactions derived from using a particular product
      2) Various uses of a product
      3) Merits of a particular brand or make
   c. Inform consumers about new products, developments in present products, and changes in fashions and customs
   d. Maintain contact with consumers who, without advertising, may never know a product is available
   e. Stress exclusive features and important advantages of a product
   f. Build consumer preference for a particular brand of product, thus resulting in a price above competitive brands
   g. Develop large-scale distribution, thus making possible low-cost mass production
   h. Establish a trade name slogan or product image
   i. Create goodwill and develop consumer respect for the firm
   j. Obtain a list of prospective customers and prepare the way for salesmen
   k. Obtain a larger share of the business available
   l. Promote the use of one class of product

7. Any five of the following:

   a. Study advertisements continually to learn about new products and services, improvements, and developments; learn to recognize trademarks, brand names, and both the manufacturers and retailers of the commodities you want; use advertisements as a source of information

   b. Discover the kind of appeal used in an advertisement--emotional or reason-why; this knowledge will help you in using the advertisements wisely in making consumer choices

   c. Look for statements indicating the quality of the product advertised; if the advertisement is not adequate, seek more information from manufacturer or retailer

   d. Do not be influenced by absurd and meaningless statements or implications in advertisements; many of them are not complimentary to one's intelligence

   e. Evaluate with great care testimonials used in advertisements; ordinarily an advertising testimonial is of little value

   f. Search for informative statements that explain the essential features of a product--specifications, standards, and performance

   g. Develop a pattern to follow in analyzing advertisements; become an efficient and wise consumer by forming analytical habits for evaluating advertisements

8. Discussion should include:

   a. Critics outlook of advertising:

      1. Promotes brand-switching rather than increasing total demand and is an economic waste
      2. Increases the prices of goods
      3. Promotes wasteful obsolescence
      4. Appeals too much to emotions rather than to reason
      5. Controls the press
      6. Often in poor taste and needs improvement

   b. Supporters opinion of advertising

      1. Increases total demand
      2. Often makes lower prices possible
      3. Enhances economic and individual freedom by allowing consumers the right of "uneconomical" obsolescence
      4. Frees the press from political control
      5. Can and should be improved

9. a. Consumer advertising--Advertising for the ultimate consumer, or the person who buys for personal or household use, not for a business or a profession

   b. Primary advertising--Advertising that stresses the benefits of a certain class or type of product rather than particular brands of that product

   c. Selective advertising

      1. Advertising which attempts to persuade consumers generally to buy one brand rather than another

      2. This is the type most frequently addressed to consumers

10. b

11. Any three of the following:

    a. Does the product or service adequately meets his needs?

    b. How can he know the quality of the product or service?

    c. How can he be certain that the price is fair and reasonable?

    d. How should he react to salesmen?

12. a. There must be an offer and acceptance

    b. The parties must be competent

    c. The purpose or subject of the agreement must be legal

    d. There must be a consideration

    e. The agreement must be in proper legal form

13. Discussion should include:

    a. Express

       1) A definite statement of fact about a product

       2) A written guarantee

    b. Implied

       1) The buyer rightfully expects the article purchased to serve its purpose

       2) There is no definite statement in regard to the product

14. a. Consumer-sponsored services

    b. Professional associations

c. Businesses, associations, and independent testing and certifying agencies

d. Government agencies and acts

MEATS IDENTIFICATION
UNIT I

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to identify bones used in meat identification and describe color characteristics of various meats. The student should be able to distinguish between tender and less tender cuts of meats and match names of common commercial cuts of meats to bones found in the animal. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Define the term meat identification.
2. Match terms associated with meat identification to the correct definition.
3. Discuss in writing the purposes of knowing how to identify meats.
4. List four types of common meat.
5. Name the four components of meat.
6. Describe in writing color characteristics of beef, veal, pork and lamb.
7. Identify five bones used in meat identification.
8. Identify the eight basic wholesale cuts of meat.
9. Identify the seven basic retail cuts of meat.
10. Classify five bones of meat into tender and less tender cuts.
11. Match names of common commercial cuts of meats to five bones found in beef, pork, and lamb.

MEATS IDENTIFICATION
UNIT I

SUGGESTED ACTIVITIES

I. Instructor:

   A. Provide students with objective sheet.

   B. Provide students with information and assignment sheets.

   C. Make transparencies.

   D. Discuss terminal and specific objectives.

   E. Discuss information and assignment sheets.

   F. Arrange field trip to a grocery store to allow students an opportunity to see the different colors, bones, and cuts involved in meats identification.

   G. Give test.

II. Student:

   A. Read objectives.

   B. Study information sheet.

   C. Complete assignment sheets .

   D. Participate in field trip.

   E. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

   A. Objectives

   B. Information sheet

   C. Transparency masters

      1. TM 1--Bones Used in Meat Identification

      2. TM 2--The Eight Basic Wholesale Cuts of Meat

3. TM 3--The Seven Basic Retail Cuts of Meat
4. TM 4--Tender and Less Tender Cuts of Meat

D. Assignment sheets

1. Assignment Sheet #1--Location and Structure of Wholesale Cuts
2. Assignment Sheet #2--Sources of Common Commercial Cuts

E. Answers to assignment sheets

F. Test

G. Answers to test

II. References:

A. McDermott, Irene E., Madel B. Trilling and Florence Williams Nicholas. *Food for Modern Living.* Philadelphia, Pennsylvania: J. B. Lippincott Company, 1967.

B. Shank, Dorothy E., Natalie K. Fitch, Pauline A. Chapman, and Mary Suzanne Sickler. *Guide to Modern Meals.* St., Louis, Missouri: Webster Division, McGraw-Hill Book Company, 1970.

III. Additional materials

A. Pamphlets

1. Lessons on Meat
2. 101 Meat Cuts

(NOTE: Order the above from:
National Livestock and Meat Board
36 South Wabash Avenue
Chicago, Illinois 60603)

3. *Martha Logan's Meat Handi-Book.* Swift and Company, 1968.

B. Filmstrips--*How to Buy Meat,* Part I and II. Swift and Company.

MEATS IDENTIFICATION
UNIT I

INFORMATION SHEET

I. Meat identification--The identification of cuts of meats by observing the physical characteristics of meats

II. Terms and definitions

- A. Cut--A portion of meat specified by the consumer
- B. Beef--Meat of mature cattle, usually six months of age or more
- C. Veal--Resembles beef cuts in shape but are only 1/3 to 1/2 the size because veal is from small, immature cattle, usually six months of age or less
- D. Lamb--Meat of young sheep less than a year old; darker red than veal and the cuts are even smaller
- E. Mutton--Meat of mature sheep, over one year old
- F. Pork--Meat of hogs, usually around seven months of age
- G. Lean--Muscle fibers which carry the vitamins, minerals, and protein
- H. Connective tissue--Creamy white, threadlike strands that bind the muscle fibers in little bundles, and the muscle to the bone
- I. Fat--Surrounds the carcass of the animals just beneath the skin
- J. Bone--The part of the meat that is not usually eaten
- K. Steak--Larger cuts of meat one inch or less in thickness
- L. Chop--Smaller cuts of meats one inch or less in thickness
- M. Roast--Cuts of meats usually two inches or more in thickness

  (NOTE: Roast take longer periods of time to prepare than do steaks and chops.)
- N. Variety meats--Edible parts of animals other than skeletal muscles which include various organs and parts such as tongue, feet, liver, kidney, sweetbreads, brains, heart, and jowls (in hogs)
- O. Tender cuts--The least exercised portions of the animal usually located along the backbone and upper ribs
- P. Less tender cuts--The most exercised portions of the animal depending upon age and condition of the animal

INFORMATION SHEET

Q. Wholesale cuts--Large pieces of meat that are to be divided into smaller retail cuts

R. Retail cuts--Small cuts of meat that are ready for consumption

S. Marbling--Intermingling of fat throughout the lean

III. Purposes of knowing how to identify meats

A. Meat is the center of the menu

B. Meat is the food in the diet around which meals are planned, prepared, and served

C. Meat supplies a large proportion of the food nutrients essential to good health

D. Wise buymanship of meats

E. Proper cooking of meats

IV. Four types of common meats

A. Beef

B. Veal

C. Lamb

D. Pork

V. Components of meat

A. Lean

B. Connective tissue

C. Fat

D. Bone

VI. Color characteristics

(NOTE: Ideal cuts are described.)

A. Beef

1. Bright, cherry red

2. Firm, creamy white fat

INFORMATION SHEET

- B. Veal
  - 1. Pale, rosy beige
  - 2. Small amount of pinkish white fat
- C. Lamb
  - 1. Dark pink to light red
  - 2. Smooth covering of pinkish white fat
- D. Pork
  - 1. Grayish pink with firm and fine texture
  - 2. Very white fat

  (NOTE: Pork fat is the source of lard.)

VIII. Bones used in meat identification (Transparency 1)

- A. T-bone
- B. Rib bone
- C. Wedge bone
- D. Round bone
- E. Blade bone

VIII. Basic wholesale cuts of meat (Transparency 2)

- A. Shoulder or chuck
- B. Rib or hotel rack
- C. Loin or short loin
- D. Sirloin or hip
- E. Leg, round, or ham
- F. Shank and brisket
- G. Short plate
- H Flank

(NOTE: The names of the cuts differ among the types of animals, but these are basic to all animals.)

INFORMATION SHEET

IX. Basic retail cuts of meat (Transparency 3)

- A. Blade
- B. Rib
- C. Loin
- D. Sirloin
- E. Leg, round, or ham
- F. Breast, brisket, and short plate
- G. Arm

(NOTE: The names of the cuts differ among the animals, but these are basic for beef, veal, lamb, and pork.)

X. Tender and less tender cuts of meat (Transparency 4)

(NOTE: Tenderness of the meat will influence the cooking method to be used.)

- A. T-Bone
  - 1. Beef--tender
  - 2. Pork--tender
  - 3. Lamb--tender
- B. Rib bone
  - 1. Beef--tender
  - 2. Pork--tender
  - 3. Lamb--tender
- C. Wedge bone
  - 1. Beef--tender
  - 2. Pork--tender
  - 3. Lamb--tender

INFORMATION SHEET

- D. Round bone
  - 1. Beef--less tender
  - 2. Pork--tender
  - 3. Lamb--tender
- E. Blade bone
  - 1. Beef--less tender
  - 2. Pork--less tender
  - 3. Lamb--less tender

XI. Common commercial cuts

- A. T-Bone
  - 1. Beef
    - a. T-Bone steak
    - b. Porterhouse steak
    - c. Club steak
  - 2. Pork
    - a. Loin chop
    - b. Loin roast
  - 3. Lamb
    - a. Loin chop
    - b. English chop
- B. Rib bone
  - 1. Beef
    - a. Rib steak
    - b. Rib roast

      (NOTE: Sometimes called standing rib roast.)
    - c. Rolled rib roast

INFORMATION SHEET

2. Pork
    a. Rib chop
    b. Rib roast
3. Lamb
    a. Rib chop
    b. Rib roast

C. Wedge bone
1. Beef
    a. Sirloin steak
    b. Top sirloin steak
    c. Pin bone sirloin steak
2. Pork
    a. Sirloin chop
    b. Sirloin roast
3. Lamb
    a. Sirloin chop
    b. Sirloin roast

D. Round bone
1. Beef
    a. Round steak
    b. Top round steak
    c. Bottom round steak
    d. Arm roast
2. Pork
    a. Fresh ham steak
    b. Smoked ham center slice

INFORMATION SHEET

c. Fresh ham roast

d. Smoked ham roast

e. Arm roast

3. Lamb

a. Leg chop (steak)

b. Lamb leg, sirloin half

(NOTE: Other less common cuts are the center leg, Frenched leg, and the American leg.)

E. Blade bone

1. Beef

a. Blade pot-roast

(NOTE: Sometimes called chuck roast.)

b. Blade steak

2. Pork

a. Fresh picnic shoulder

b. Smoked picnic shoulder

c. Boston shoulder

(NOTE: Boston shoulder is sometimes called Boston butt.)

d. Blade steak

3. Lamb

a. Blade chop

b. Square cut shoulder

F. Other common commercial cuts

1. Rump

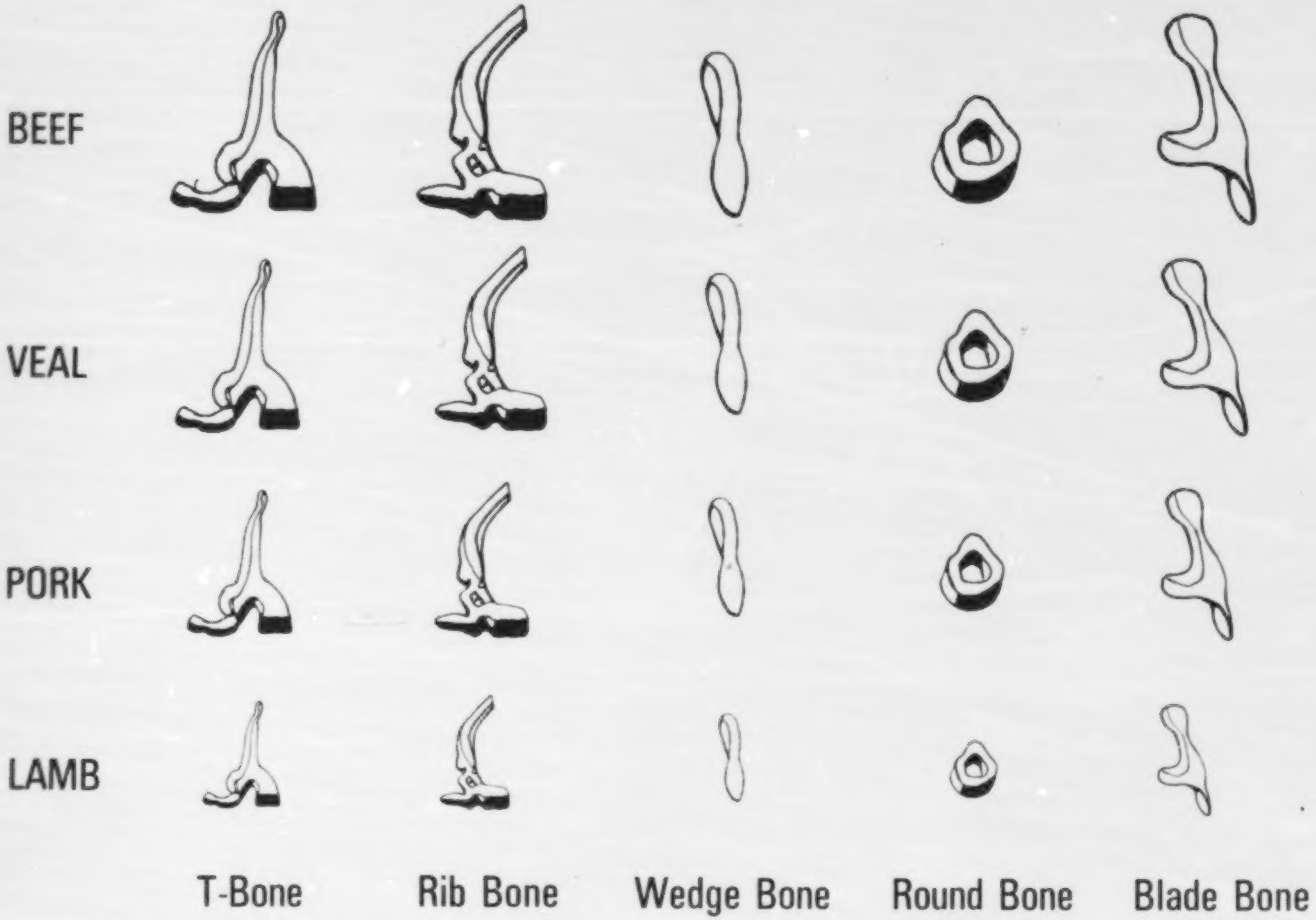
2. Pikes peak roast (heel of round)

INFORMATION SHEET

3. Sirloin tip
4. Rib eye
5. Tenderloin

(NOTE: Veal and beef are similar, therefore, veal is not listed.)

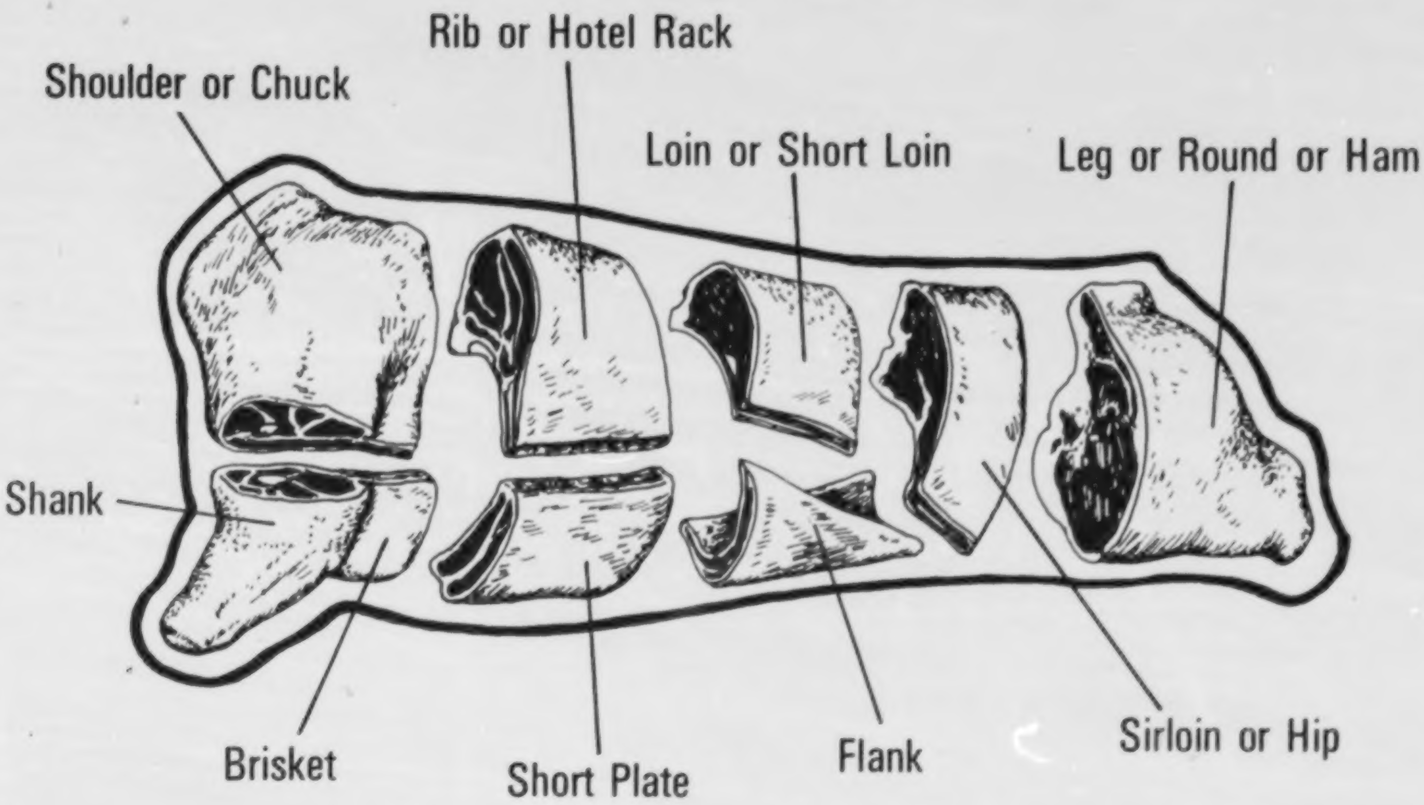
Bones Used in Meat Identification


BEEF
VEAL
PORK
LAMB
T-Bone
Rib Bone
Wedge Bone
Round Bone
Blade Bone

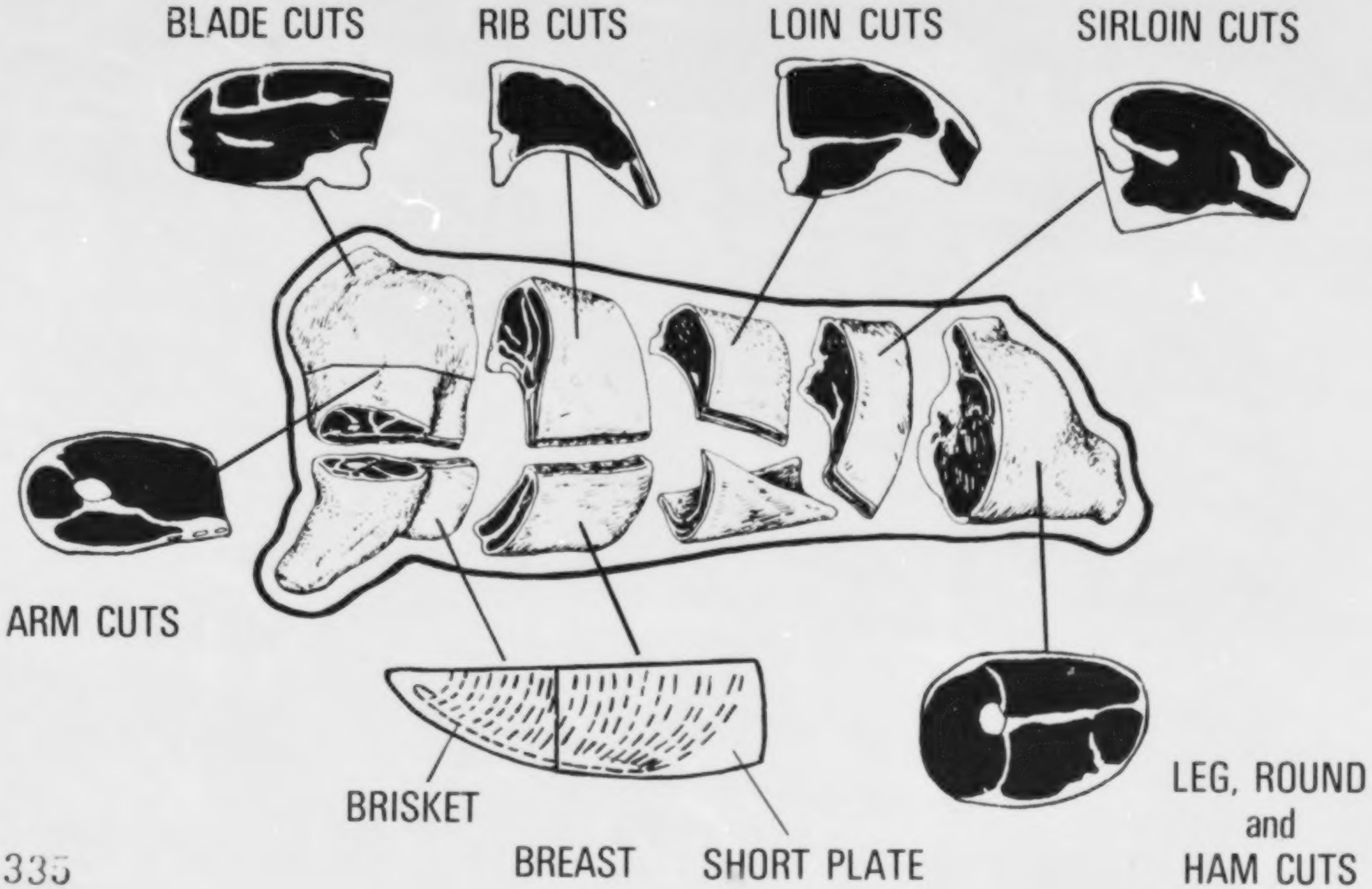
TM 1

H.E. II - 13

The Eight Basic Wholesale Cuts of Meat


Rib or Hotel Rack
Shoulder or Chuck
Loin or Short Loin
Leg or Round or Ham
Shank
Brisket
Short Plate
Flank
Sirloin or Hip

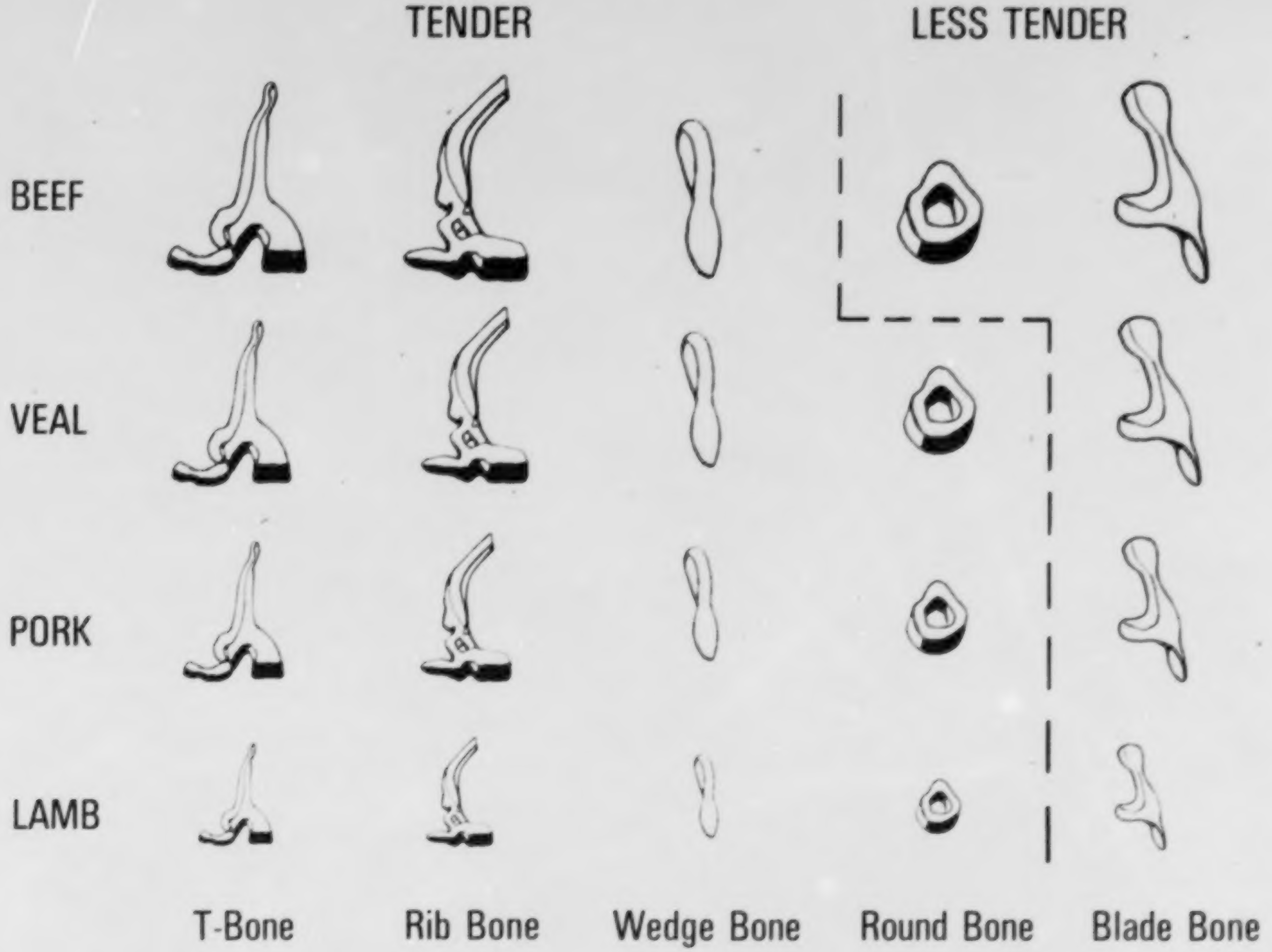
The Seven Basic Retail Cuts of Meat


BLADE CUTS
RIB CUTS
LOIN CUTS
SIRLOIN CUTS
ARM CUTS
BRISKET
BREAST
SHORT PLATE
LEG, ROUND
and
HAM CUTS

TM 3

H.E. II · 17-E

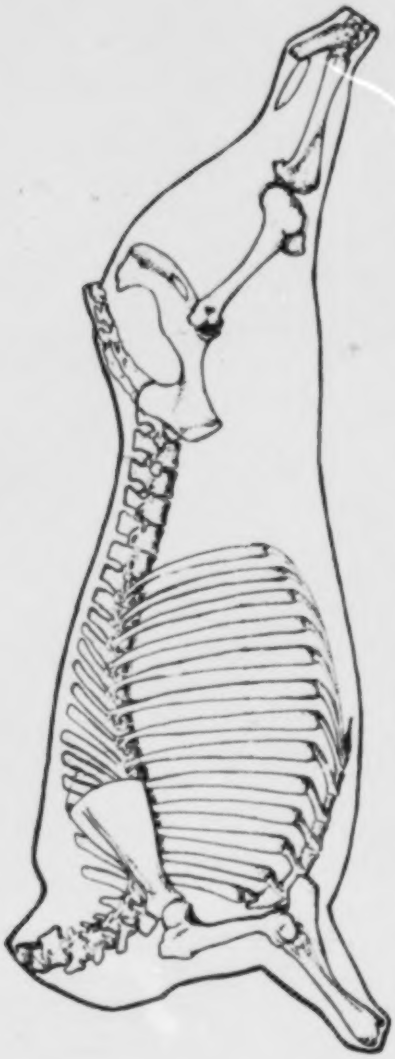
Tender and Less Tender Cuts of Meat


TENDER
LESS TENDER
BEEF
VEAL
PORK
LAMB
T-Bone
Rib Bone
Wedge Bone
Round Bone
Blade Bone

MEATS IDENTIFICATION
UNIT I

ASSIGNMENT SHEET #1--LOCATION AND STRUCTURE OF WHOLESALE CUTS

Locate the eight basic wholesale cuts of meat on the following carcass diagram. Using your pencil, divide the carcass into the wholesale cuts and label.



MEATS IDENTIFICATION
UNIT I

ASSIGNMENT SHEET #2--SOURCES OF COMMON COMMERCIAL CUTS

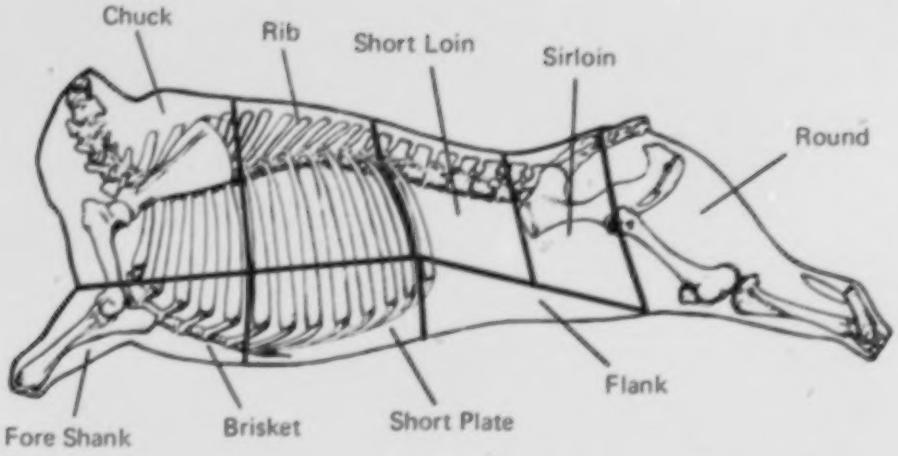
Do the following commercial cuts come from beef, pork, or lamb? Indicate your response(s) by placing a "B" for beef, "P" for pork, or "L" for lamb to the left of each cut of meat. Some cuts may apply to more than one kind of meat.

1. _____ Rib steak
2. _____ Ham steak
3. _____ Loin chop
4. _____ Blade pot-roast
5. _____Sirloin roast
6. _____Ham roast
7. _____ Club steak
8. _____ Blade chop
9. _____ T-Bone steak
10. _____ Picnic shoulder
11. _____ Rib roast
12. _____ Round steak
13. _____ English chop
14. _____ Boston butt
15. _____ Porterhouse steak
16. _____ Sirloin steak
17. _____ Blade steak
18. _____ Sirloin chop
19. _____ Leg chop
20. _____ Square cut shoulder

MEATS IDENTIFICATION
UNIT I

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1


Chuck
Rib
Short Loin
Sirloin
Round
Flank
Short Plate
Brisket
Fore Shank

Assignment Sheet #2

1. B
2. P
3. P, L
4. B
5. L, P
6. P
7. B
8. L
9. B
10. P
11. B, L, P
12. B
13. L
14. P
15. B
16. B
17. B, P
18. L, P
19. L
20. L

MEATS IDENTIFICATION
UNIT I

TEST

1. Define the term "meat identification."

2. Match the terms on the right to the correct definition.

______a. Edible parts of animals other than skeletal muscles which include various organs and parts such as tongue, feet, liver, kidney, sweetbreads, brains, heart, and jowls

______b. Smaller cuts of meats one inch or less in thickness

______c. The part of the meat that is not usually eaten

______d. Meat of hogs, usually around seven months of age

______e. A portion of meat specified by the consumer

______f. Resembles beef cuts in shape but are only 1/3 to 1/2 the size because it is from small, immature cattle, usually six months of age or less

______g. Surrounds the carcass of the animals just beneath the skin

______h. Larger cuts of meat one inch or less in thickness

______i. Creamy white, threadlike strands that binds the muscle fibers in little bundles, and the muscle to the bone

______j. Muscle fibers which carry the vitamins, minerals, and protein

1. Cut
2. Wholesale cut
3. Steak
4. Lamb
5. Chop
6. Bone
7. Mutton
8. Roast
9. Fat
10. Lean
11. Retail cuts
12. Veal
13. Pork
14. Variety meats
15. Tender cuts
16. Connective tissue
17. Marbling
18. Less tender cuts
19. Beef

______k. Meat of young sheep less than a year old; darker red than veal and the cuts are even smaller

______l. Meat of mature cattle, usually six months of age or more

______m. Meat of mature sheep over one year old

______n. Large pieces of meat that are to be divided into smaller retail cuts

______o. The least exercised portions of the animal usually along the backbone and upper rib

______p. Cuts of meat usually two inches or more in thickness

______q. The most exercised portions of the animal depending upon the age and condition of the animal

______r. Small cuts of meat that are ready for consumption

______s. Intermingling of fat throughout the lean

3. Discuss in a short paragraph the purposes of knowing how to identify meats.

4. List four types of common meat.

a.

b.

c.

d.

5. Name the four components of meat.

   a.

   b.

   c.

   d.

6. Describe the color characteristics of:

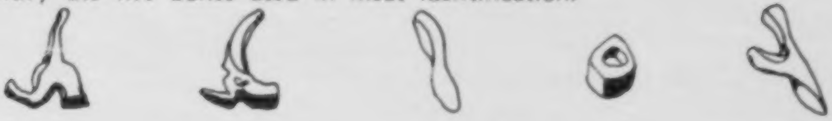
   a. Beef

   b. Veal

   c. Lamb

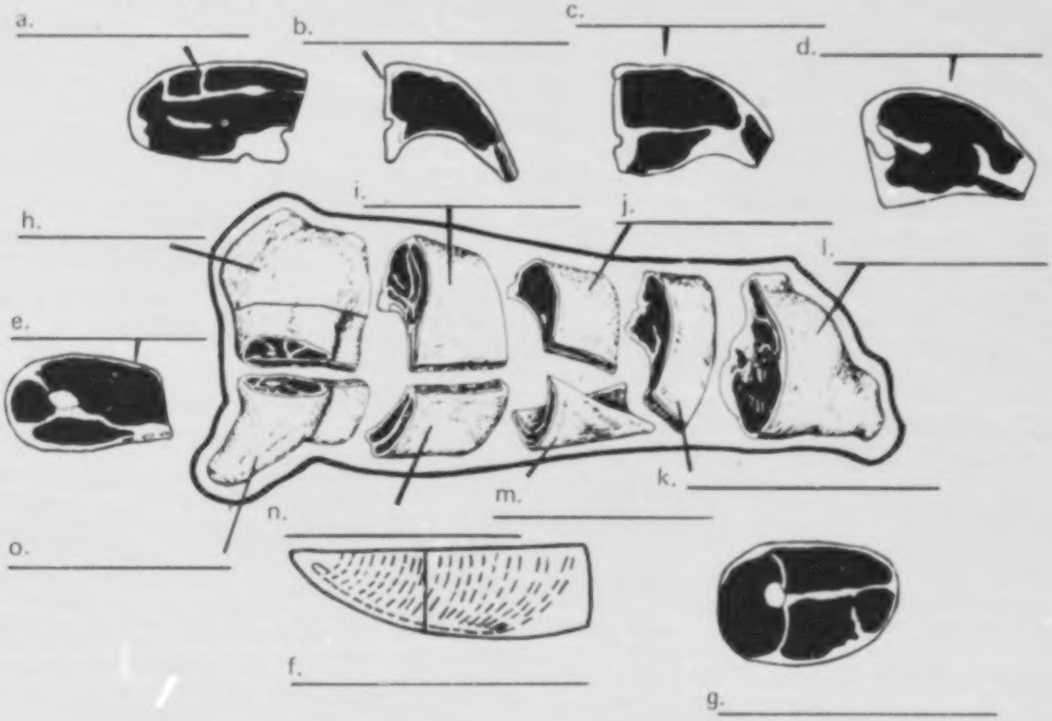
   d. Pork

7. Identify the five bones used in meat identification.



a. ____________ b. ____________ c. ____________ d. ____________ e. ____________

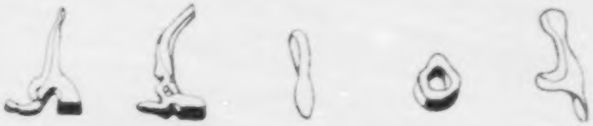
8. Identify the wholesale and retail cuts of meat by matching the correct term to the location of the cut.



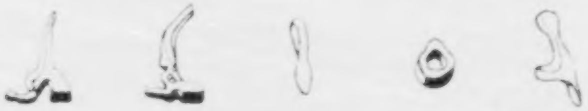
WHOLESALE	RETAIL
Shoulder or chuck	Rib
Leg, round or ham	Arm
Loin or short loin	Blade
Shank and brisket	Leg, round or ham
Flank	Loin
Rib or hotel rack	Breast, brisket, and short plate
Short plate	Sirloin
Sirloin or hip	

9. Classify the five bones of meat into tender and less tender cuts by circling the less tender cuts.

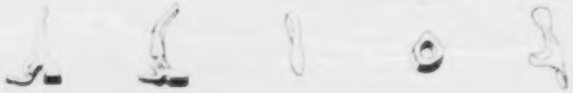
a. Beef



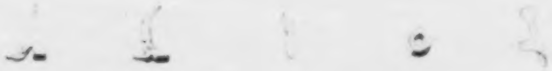
b. Veal



c. Pork



d. Lamb



10. Match the names of the common commercial cuts of meat on the right to the five bones found in beef, pork, and lamb.

Beef

______a. T-bone	1. Round steak
______b. Rib bone	2. Sirloin steak
______c. Wedge bone	3. Blade steak
______d. Round bone	4. Porterhouse steak
______e. Blade bone	5. English chop
	6. Rib roast

Pork

______f. T-bone	7. Picnic shoulder
______g. Rib bone	8. Flank steak

_____h. Wedge bone

_____i. Round bone

_____j. Blade bone

Lamb

_____k. T-bone

_____l. Rib bone

_____m. Wedge bone

_____n. Round bone

_____o. Blade bone

9. Rib chop
10. Ham roast
11. Sirloin roast
12. Loin chop
13. Leg chop
14. Rib roast
15. Square cut shoulder
16. Loin chop
17. Porterhouse steak
18. Sirloin chop

MEATS IDENTIFICATION
UNIT I

ANSWERS TO TEST

1. The identification of cuts of meats by observing the physical characteristics of meats.

2. a. 14
   b. 5
   c. 6
   d. 13
   e. 1
   f. 12
   g. 9
   h. 3
   i. 16
   j. 10
   k. 4
   l. 19
   m. 7
   n. 2
   o. 15
   p. 8
   q. 18
   r. 11
   s. 17

3. Discussion might include:

   a. Meat is the center of the menu

   b. Meat is the food in the diet around which meals are planned, prepared and served

   c. Meat supplies a large proportion of the food nutrients essential to good health

- d. Wise buymanship of meats
- e. Proper cooking of meats

4.
- a. Beef
- b. Veal
- c. Lamb
- d. Pork

5.
- a. Lean
- b. Connective tissue
- c. Fat
- d. Bone

6.
- a. Beef-bright, cherry red with firm, creamy white fat
- b. Veal-pale rosy beige with pinkish white fat
- c. Lamb-dark pink to light red with smooth covering of pinkish white fat
- d. Pork-grayish pink with very white fat

7.
- a. T-bone
- b. Rib bone
- c. Wedge bone
- d. Round bone
- e. Blade bone

8.
- a. Blade
- b. Rib
- c. Loin
- d. Sirloin
- e. Arm
- f. Breast, brisket, and short plate
- g. Leg, round or ham
- h. Shoulder or chuck

i. Rib or hotel rack

j. Loin or short loin

k. Sirloin or hip

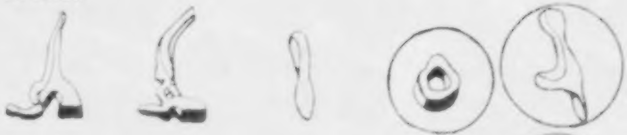
l. Leg, round or ham

m. Flank

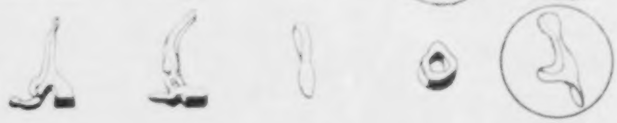
n. Short plate

o. Shank and brisket

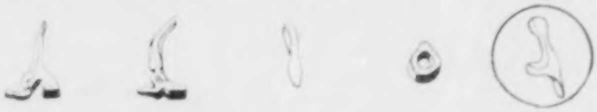
9. a. Beef



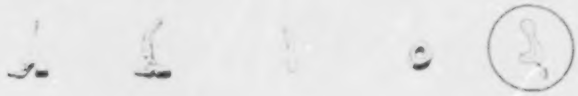
b. Veal



c. Pork



d. Lamb



10. a. 4

b. 6

c. 2

d. 1

e. 3

f. 12

g. 9

h. 11

i. 10

j. 7

k. 16

l. 14

m. 17

n. 13

o. 15

NUTRITION OF MEATS
UNIT II

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to name reasons for studying the nutrition of meats and state advantages and disadvantages of having meats in our diets. The student should be able to name the nutrients and the function of those nutrients found in meats. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with nutrition of meats to the correct definition.
2. Name three reasons for studying the nutrition of meats.
3. Discuss reasons for the importance of meats in our diets.
4. List two disadvantages of too much meat in the diet.
5. Name ten nutrients found in meats.
6. Match the ten nutrients found in meats to their function.
7. Select reasons for including liver in the diet.
8. Demonstrate the ability to select one cut of meat and collect as much information as possible concerning the dietary contributions it makes to the body.

NUTRITION OF MEATS
UNIT II

SUGGESTED ACTIVITIES

I. Instructor:

   A. Provide students with objective sheet.

   B. Provide students with information and assignment sheets.

   C. Make transparencies.

   D. Discuss terminal and specific objectives.

   E. Discuss information and assignment sheets.

   F. Use the student's assignment sheets to lead discussion in comparing the quantities and kinds of nutrients found in different cuts of meats. Allow students to draw conclusions on the merits of some meats over other meats for specific nutritional needs.

   G. Give test.

II. Students:

   A. Read objectives.

   B. Study information sheet.

   C. Complete assignment sheet.

   D. Use the assignment sheet to participate in class discussion where comparisons are made for different cuts and kinds of meat.

   E. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

   A. Objectives

   B. Information sheet

C. Transparency masters

   1. TM 1--Nutrients Found in Meats

   2. TM 2--Functions of Nutrients

D. Assignment Sheet #1--Selecting Dietary Information About Meats

E. Test

F. Answers to test

II. References:

A. White, Ruth Bennett. *Food and Your Future.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972.

B. Shank, Dorothy E., Natalie K. Fitch, Pauline A. Chapman, and Mary Suzanne Sickler. *Guide to Modern Meals.* St. Louis, Missouri: Webster Division, McGraw-Hill Book Company, 1970.

C. McDermott, Irene E., Mabel B. Trilling, and Florence Williams Nicholas. *Food for Modern Living.* Philadelphia, Pennsylvania: J. B. Lippincott Company, 1967.

D. National Live Stock and Meat Board. *Lessons on Meat.* 36 South Wabash Avenue, Chicago, Illinois, 60603, 1964.

E. National Live Stock and Meat Board. *Meat Manual, Identification, Buying and Cooking.* 36 South Wabash Avenue, Chicago, Illinois, 60603.

NUTRITION OF MEATS
UNIT II

INFORMATION SHEET

I. Terms and definitions

   A. Nutrients--Substances in food that furnish body fuel, provide materials for the building and/or maintenance of body tissue, and act to regulate body processes

   B. Function--What a nutrient does for the body

   C. Minerals--Nutrients which build and repair all parts of the body and regulate body processes

   D. Vitamins--Nutrients needed for maintaining health, promoting growth and regulating body processes

   E. Protein--Nutrient which builds and repairs body tissues

II. Reasons for studying the nutrition of meats

   A. Popularity of meats

   B. Nutrients found in meats

   C. Buying of meats

III. Reasons for the importance of meats in our diets

   A. Contains many nutrients

   B. Almost completely digested

   (NOTE: Approximately 96 to 98 percent of meat is utilized by the body.)

   C. Promote growth and give strength

   D. Help older people to maintain vigor

(NOTE: Because of its appearance, aroma, and flavor, a properly cooked piece of meat has universal appetite appeal. This is important because palatable food stimulates the flow of the digestive juices and thus aids in digestion. Meals which include meat give a feeling of satisfaction and well-being and put off hunger for a longer period than meals without meat.)

INFORMATION SHEET

IV. Disadvantages of too much meat in the diet

  A. Cost

    (NOTE: A large portion of the food budget is spent on meat.)

  B. Nutritional weakness

    (NOTE: Meats are low in calcium and vitamin C, and with the exception of liver, are low in vitamin A.)

  C. Contain highly saturated fats

V. Nutrients found in meats (Transparency 1)

  A. Protein

  B. Fats

  C. Iron

  D. Iodine

  E. Phosphorus

  F. Copper

  G. Vitamin A

  H. Thiamine

    (NOTE: Thiamine is also called vitamin B_1 or "pep" vitamin.)

  I. Riboflavin

    (NOTE: Riboflavin is also called vitamin B_2.)

  J. Niacin

    (NOTE: Niacin is also called vitamin B_3.)

  (NOTE: Items C, D, E, and F are minerals. Items G, H, I, and J are vitamins.)

VI. Functions of nutrients found in meats (Transparency 2)

  A. Protein

    1. Growth and repair of tissue

    2. Resistance to disease and viruses

    3. Provides mental alertness and helps personality

    (NOTE: Protein constitutes a large part of the blood.)

INFORMATION SHEET

B. Fats

  1. Supply warmth
  2. Supply energy

(NOTE: Fats are the highest source of calories.)

C. Minerals

  1. Iron
    a. Essential for building red blood cells
    b. Combines with protein and vitamins to make hemoglobin
  2. Iodine–needed to make a hormone that regulates the cell's use of energy
  3. Phosphorus
    a. Works with calcium in proper formation of bones and teeth
    b. Works with calcium for the work of muscles and proper functioning of the nervous system
  4. Copper–aids in the utilization of iron

D. Vitamins

  1. Vitamin A
    a. Proper growth and general maintenance
    b. Repair of body tissue

    (NOTE: Vitamin A is found mainly in liver.)
  2. Thiamine

    (NOTE: Also called vitamin B_1.)
    a. Promotes healthy nervous system
    b. Promotes good appetite
    c. Aids in digestion and assimilation of food
  3. Riboflavin

    (NOTE: Also called vitamin B_2.)
    a. Helps maintain good vision and healthy clear eyes
    b. Helps to maintain healthy skin

INFORMATION SHEET

4. Niacin

   (NOTE: Also called vitamin B_3.)

   a. Helps build and maintain skin and tongue

   b. Helps to promote a healthy nervous system

   c. Aids in the digestion and assimilation of food

VII. Reasons for having liver in the diet

   A. Contains some quantity of almost every nutrient needed in the body

      (NOTE: Calcium is an exception.)

   B. Richer than any other food in iron, vitamin A, thiamine, riboflavin, and niacin

Nutrients Found In Meats

Protein

Fat

MINERALS

- Iron
- Iodine
- Copper
- Phosphorous

VITAMINS

- Vitamin A
- Thiamine
- Riboflavin
- Niacin

Functions of Nutrients

PROTEIN

Growth and Repair of Tissue
Blood
Resistance
Personality
Mental Alertness

FATS

Warmth
Energy

PHOSPHORUS

Bones and Teeth
Muscles
Nervous System

IRON

Blood Cells

IODINE

Cell's Use of Energy

COPPER

Utilization of Iron

VITAMIN A

Growth
Repair Body Tissue
General Maintenance

THIAMINE

Nervous System
Good Appetite
Digestion

RIBOFLAVIN

Good Vision
Healthy Skin

NIACIN

Skin and Tongue
Nervous System
Digestion

NUTRITION OF MEATS
UNIT II

ASSIGNMENT SHEET #1--SELECTING DIETARY INFORMATION ABOUT MEATS

Using textbooks and other resource materials, select one cut of meat and collect as much information as possible concerning the dietary contributions that one serving makes to the body.

(NOTE: One medium serving of boneless meat is about 3-4 ounces.)

NUTRITION OF MEATS
UNIT II

TEST

1. Match the terms on the right to the correct definition.

______a. Nutrients which build and repair all parts of the body and regulate body processes

______b. Nutrients needed for maintaining health, promoting growth, and regulating body processes

______c. What a nutrient does for the body

______d. Substances in food that furnish body fuel, provide materials for the building or maintenance of body tissue, and act to regulate body processes

______e. Nutrient which builds and repairs body tissues

1. Function
2. Minerals
3. Protein
4. Nutrients
5. Vitamins

2. Name three reasons for studying the nutrition of meats.

a.

b.

c.

3. Discuss reasons for the importance of meats in our diets.

4. List two disadvantages of too much meat in our diets.

a.

b.

5. Name ten nutrients found in meats.

   a.

   b.

   c.

   d.

   e.

   f.

   g.

   h.

   i.

   j.

6. Match the ten nutrient(s) found in question 5 to the function which best describes their use. More than one nutrient may have the same function.

   ___________a. Growth and repair of tissue

   ___________b. Supply warmth and energy

   ___________c. Utilization of iron

   ___________d. Good vision and healthy clear eyes

   ___________e. Build red blood cells

   ___________f. Bones and teeth

   ___________g. Healthy nervous system

   ___________h. Regulates cell's use of energy

7. Select the reasons for including liver in the diet by placing an "X" in the space to the left of each correct statement.

   _____a. Contains some quantity of almost every nutrient needed in the body

   _____b. It contains large quantities of vitamin C and calcium.

   _____c. It is richer than any other food in iron, vitamin A, thiamine, riboflavin, and niacin.

   _____d. Liver is richer than any other food in the amount of fat and calories it contains

8. Demonstrate the ability to select one cut of meat and collect as much information as possible concerning the dietary contributions it makes to the body.

(NOTE: If this has not been accomplished prior to the test, ask the instructor when the above activity should be completed.)

NUTRITION OF MEATS
UNIT II

ANSWERS TO TEST

1. a. 2
   b. 5
   c. 1
   d. 4
   e. 3
2. a. Popularity of meats
   b. Nutrients found in meats
   c. Buying of meats
3. Some items which might be included are:
   a. Contains many nutrients
   b. Almost completely digested
   c. Promote growth and give strength
   d. Help older people to maintain vigor
4. Name any two of the following.
   a. Cost
   b. Nutritional weaknesses
   c. Contain highly saturated fats
5. a. Protein
   b. Fats
   c. Iron
   d. Iodine
   e. Phosphorus
   f. Copper

g. Vitamin A

h. Thiamine

i. Riboflavin

j. Niacin

(NOTE: These may appear in any order.)

6. a. Protein, vitamin A

b. Fats

c. Copper

d. Riboflavin

e. Iron

f. Phosphorus

g. Thiamine, niacin

h. Iodine

7. a

c

8. Performance skills will be evaluated to the satisfaction of the instructor.

CONSUMER BUYING OF MEATS
UNIT III

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to name forms of meats, define characteristics of different kinds of processed meats, and list methods of meat tenderizing. The student should be able to name factors which should be considered in buying and storing meats, identify marks used in federal inspection and compare costs of meats. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match the terms associated with different forms of meats to the correct definition.
2. Name three forms of retail meats.
3. Discuss in three short paragraphs characteristics of the three forms of meat.
4. List five kinds of processed meats.
5. Define each of the five kinds of processed meats by naming one characteristic of each.
6. List three methods of tenderizing fresh meats.
7. Discuss in a short paragraph one commercial method of tenderizing meats.
8. Write five factors to remember when buying meats.
9. Name five factors to remember in storing meats.
10. Identify three marks used in the federal inspection of meats.
11. Demonstrate the ability to compare costs of different forms of meats.

CONSUMER BUYING OF MEATS
UNIT III

SUGGESTED ACTIVITIES

I. Instructor:

   A. Provide students with objective sheet.

   B. Provide students with information and assignment sheets.

   C. Make transparencies.

   D. Discuss terminal and specific objectives.

   E. Discuss information and assignment sheets.

   F. Arrange a field trip to allow students to complete the assignment sheet. If this is not possible, students may complete this activity as an outside class activity.

   (NOTE: The instructor is urged to complete the assignment sheet also in order to facilitate discussion.)

   G. Lead class discussion on comparing costs of different forms of meats.

   H. Give test.

II. Student:

   A. Read objectives.

   B. Study information sheets.

   C. Complete assignment sheet and bring to class for discussion.

   D. Participate in field trip.

   E. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

   A. Objectives

   B. Information sheets

   C. Transparency masters

1. TM 1--Forms of Meats
2. TM 2--Processed Meats
3. TM 3--Marks of Federal Inspection

D. Assignment Sheet #1--Selecting Forms of Meat

E. Test

F. Answers to test

II. References:

A. White, Ruth Bennett. *Food and Your Future.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972.

B. Shank, Dorothy E., Natalie K. Fitch, Pauline A. Chapman, and Mary Suzanne Sickler. *Guide to Modern Meals.* St. Louis, Missouri: Webster Division, McGraw-Hill Book Company, 1970.

C. McDermott, Irene E., Mabel B. Trilling, and Florence Williams Nicholas. *Food for Modern Living.* Philadelphia, Pennsylvania: J. B. Lippincott Company, 1967.

D. Medved, Eva. *The World of Food.* Lexington, Massachusetts: Ginn and Company, 1970.

III. Additional teaching aid: Pamphlet

Meat and Poultry, Wholesome for You, Home and Garden Bulletin No. 170. U.S. Department of Agriculture. Order from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

CONSUMER BUYING OF MEATS
UNIT III

INFORMATION SHEET

I. Terms and definitions

   A. Federal inspection--Inspection which controls the sanitary conditions in the meat processing industry and sets up standards of quality for meat

   B. Fresh meat--Meat that is sold just as it comes from the animal without any special treatment

   C. Cured meat--Meat treated with such materials as sugar, salt, spices, certain chemicals and often wood smoke

   D. Processed meat--Meats which are sealed in containers for storage

   E. Tenderizing--Method used to improve tenderness

   F. Enzymes--Organic substances that accelerate specific changes of material in plants and animals

II. Three forms of retail meats (Transparency 1)

   A. Fresh

   B. Cured

   C. Processed

III. Characteristics of meats

   A. Fresh

      1. Aged in cooling rooms for a short time so that it becomes more tender

      2. Can be stored at refrigerator temperatures between 35 and 40 degrees for a few days

   B. Cured

      1. Can be stored in refrigerator longer than fresh meats

      2. Some cured meats are completely cooked during curing process

   Examples: Ham, bacon, Canadian bacon, corned beef

   C. Processed

      1. Usually cost more per pound than fresh meats

      2. Stored in air tight containers

INFORMATION SHEET

3. Will retain high quality for long periods of time
4. Provide a wide selection of types of meats

IV. Kinds of processed meats (Transparency 2)

A. Frozen

B. Dried

C. Canned

D. Freeze dried

E. Pickled

V. Characteristics of processed meats

A. Frozen

1. May be either cooked or uncooked
2. Require only heat to defrost and then heat to serving temperature
3. All frozen meats are held for purchase in freezing chests in the market
4. Usually reflect the eating preferences of a special region or nationality group

B. Dried

1. Usually a low grade meat or tough cut
2. Usually sold at a high price per pound (compared to fresh and other forms of meat)
3. Cured in brine, dried, and thinly sliced

C. Canned

1. Fully cooked
2. Safe to eat as long as cans are air tight
3. Sealed in container for storage
4. Does not need refrigeration but should be kept in a cool place

Examples: Hams, corned beef, Vienna sausages, luncheon meats, stews, and meatballs

(NOTE: Those marked perishable should be refrigerated.)

INFORMATION SHEET

D. Freeze dried

1. Meat is frozen and dehydrated under vacuum

   (NOTE: This process produces a dry but porous product.)

2. Meat retains shape and may be rehydrated by placing in water
3. Meat is cooked as fresh meat
4. Maintain good quality taste, texture, and color

E. Pickled

1. Soaked in brine with added spices
2. Once opened, should be stored in the refrigerator

Examples: Corned beef and pigs feet

VI. Methods of tenderizing fresh meats

A. Breaking and softening the muscle and connective tissues

1. Machines are used commercially
2. Spiked hammers and hammers are used in homes

B. Tenderizing powder or liquid

C. Enzymes injected into the vascular system of the animal before slaughter

VII. Commercial methods of tenderizing meats

A. Tenderized-cured

1. Soaked in brine
2. Enzymes are injected into the meat, carrying curing agents
3. Enzymes circulate through the tissues, making them tender, moist, and soft

B. Tenderizer injected into the vascular system

(NOTE: One example of this method is PRO-TEN beef.)

1. Papain juice, juice of papaya fruit, is injected into the live animal 20-25 minutes before slaughter
2. Blood circulates to carry the papain juice through the body of the animal

INFORMATION SHEET

3. Tenderizing process occurs as meat passes through the 120° to 170°F range when being cooked

VIII. Meat buying practices

A. Select fresh meats just before leaving the store

B. Do not buy torn or damaged packages

C. Meats and other refrigerated products should be sacked together

D. Do not leave meats in a warm car

E. Take meats home quickly

IX. Storing meats

A. Store fresh meat at refrigerator temperature no more than a few days, and use poultry and ground meat within one or two days

B. Wrap fresh meats loosely for best keeping in the refrigerator

C. Before freezing, wrap meat or poultry products tightly in moisture-resistant materials

D. Follow storage instructions given on labels of processed products

E. Store luncheon meats or sausages in their unopened packages until used

F. Store canned products in a cool, dry place

G. Refrigerate canned products that are marked "perishable" or "keep under refrigeration"

H. Defrost products in the refrigerator or, if necessary, under cold water, but not at room temperature

(NOTE: If micro-wave oven is used, follow directions for thawing meat.)

I. Refrigerate leftovers promptly

X. Federal inspection of meats (Transparency 3)

A. Meat carcasses

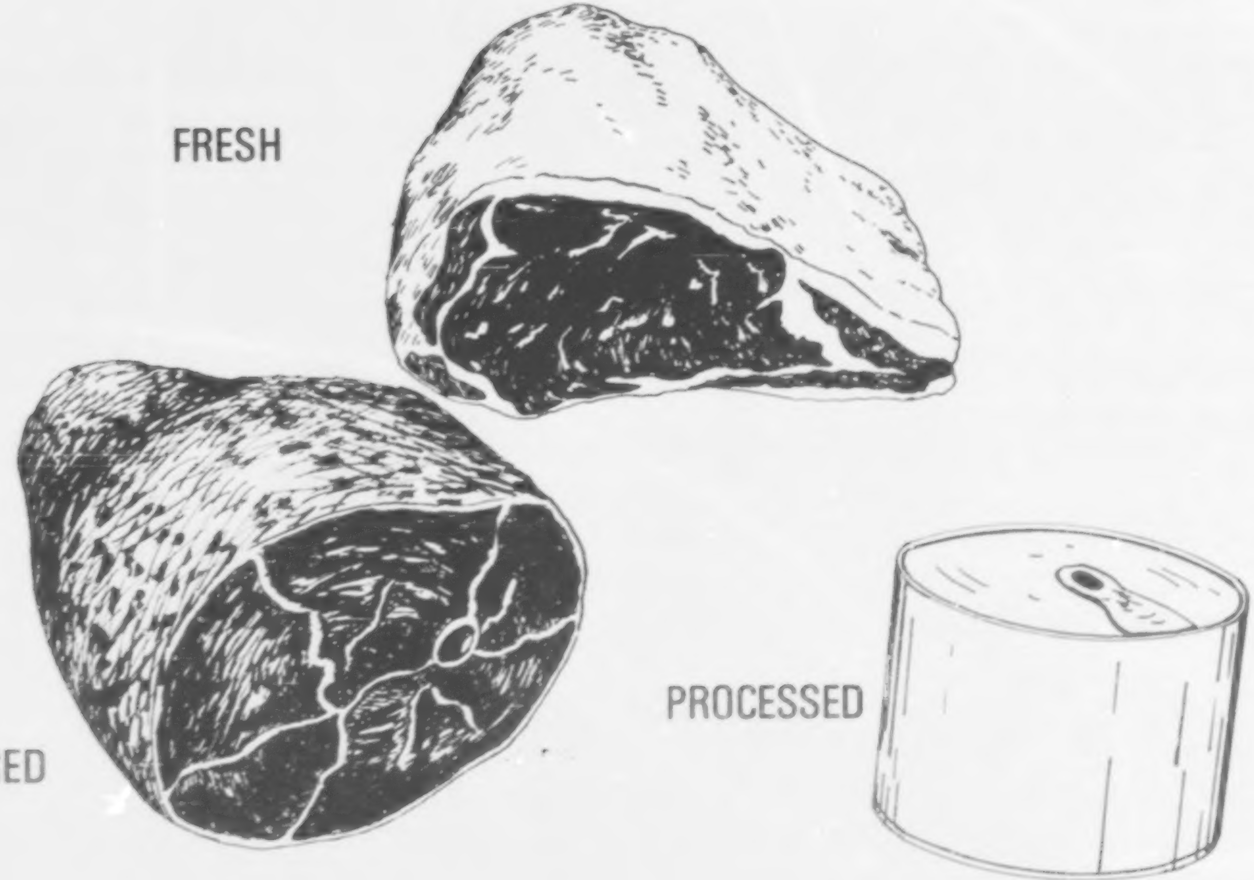
1. Placed on major cuts of the carcass

2. May not appear on each cut

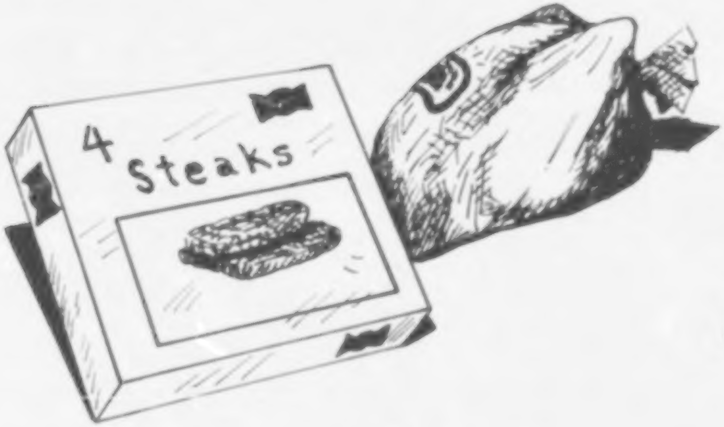
B. Prepackaged processed meat products

C. Fresh, frozen or processed poultry

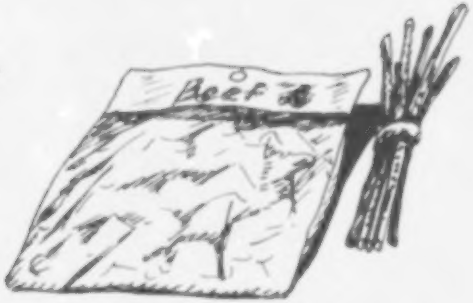
Forms of Meats


FRESH
CURED
PROCESSED

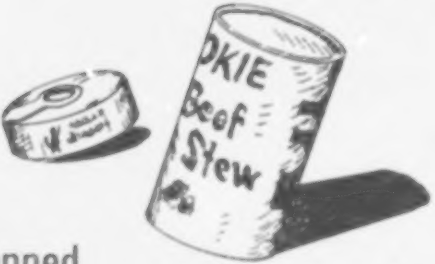
Processed Meats



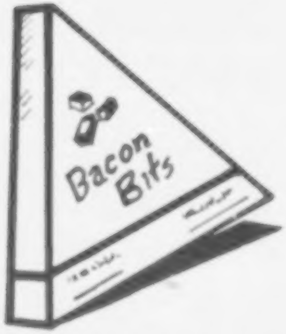
Frozen



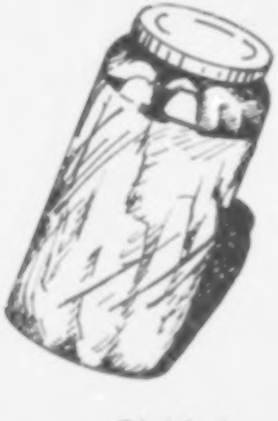
Dried


OKIE
Beef
Stew

Canned

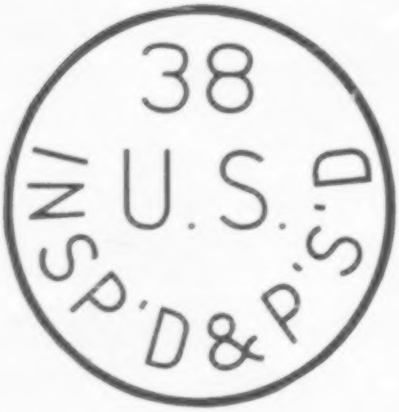


Freeze Dried



Pickled

Marks of Federal Inspection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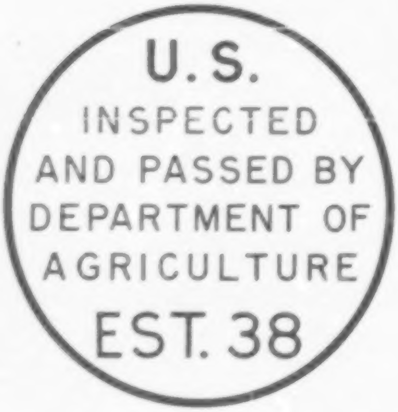
Meat carcasses. Only stamped on the major cuts of the carcass.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DEPARTMENT OF
AGRICULTURE
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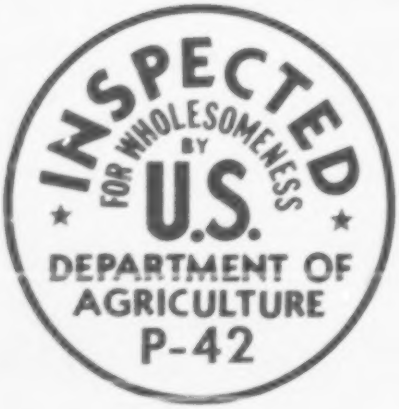
Prepackaged processed meat products-soups to spreads-that have been Federally inspected.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FOR WHOLESOMENESS
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AGRICULTURE
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Federally inspected fresh or frozen poultry or processed poultry products.

CONSUMER BUYING OF MEATS
UNIT III

ASSIGNMENT SHEET #1-SELECTING FORMS OF MEAT

Compare costs of different forms of meats by visiting a local grocery store or meat market. Determine the type of meat, form, size of the container, total price, and the price per pound. Bring to class for evaluation and discussion.

Example:

FOOD	FORM	SIZE	TOTAL PRICE	PRICE PER POUND
Chicken	Fresh	3 lb.	$1.35	$.45
Chicken	Canned	3 lb. 4 oz.	1.09	.34*

*Nearest whole cent

Prices as of March, 1973.

CONSUMER BUYING OF MEATS
UNIT III

TEST

1. Match the terms on the right to the correct definition.

_____a. Method used to improve tenderness

_____b. Inspection which controls the sanitary conditions in the meat processing industry and sets up standards of quality for meat

_____c. Meat treated with such materials as sugar, salt, spices, certain chemicals and often wood smoke

_____d. Organic substances that accelerate specific changes of material in plants and animals

_____e. Meats which are sealed in containers for storage

_____f. Meat that is sold just as it comes from the animal without any special treatment

1. Fresh meat
2. Processed meat
3. Enzymes
4. Tenderizing
5. Cured meat
6. Federal inspection

2. Name three forms of retail meats.

a.

b.

c.

3. Discuss in three short paragraphs some characteristics of the three forms of meat.

a.

b.

c.

4. List five kinds of processed meats.

   a.

   b.

   c.

   d.

   e.

5. Define the five kinds of processed meats by naming one characteristic of each.

   a.

   b.

   c.

   d.

   e.

6. List three methods of tenderizing fresh meats.

   a.

   b.

   c.

7. Discuss in a short paragraph one commercial method of tenderizing meat.

8. Write five factors to remember when buying meats.

   a.

   b.

   c.

   d.

   e.

9. Name five factors to remember in storing meats.

   a.

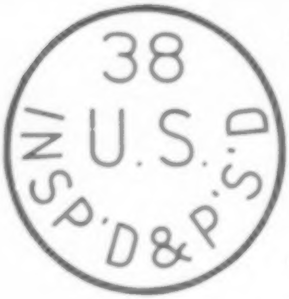
   b.

   c.

   d.

   e.

10. Identify three marks used in the federal inspection of meats.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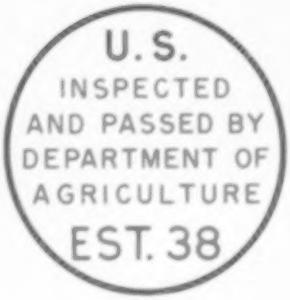
a. ____________________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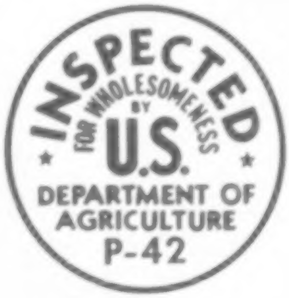
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b. ____________________

c. ____________________

11. Demonstrate the ability to compare costs of different forms of meats.

    (NOTE: If this has not been accomplished prior to the test, ask the instructor when the above activity should be completed.)

CONSUMER BUYING OF MEATS
UNIT III

ANSWERS TO TEST

1. a. 4
   b. 6
   c. 5
   d. 3
   e. 2
   f. 1

2. a. Fresh
   b. Cured
   c. Processed

3. Some of the characteristics which should be mentioned are:
   a. Fresh
      1. Aged in cooling rooms for a short time so that it becomes more tender
      2. Can be stored at refrigerator temperatures between 35 and 40 degrees for a few days
   b. Cured
      1. Can be stored in refrigerator longer than fresh meats
      2. Some cured meats are completely cooked during curing process

         Examples: Ham, bacon, Canadian bacon, corned beef
   c. Processed
      1. Usually costs more per pound than fresh meats
      2. Stored in air tight containers
      3. Will retain high quality for long periods of time
      4. Provide a wide selection of types of meats

4. a. Frozen
   b. Dried
   c. Canned
   d. Freeze dried
   e. Pickled

5. Name one characteristic for each of the five kinds of processed meats from the following list.
   a. Frozen
      1) May be either cooked or uncooked
      2) Require only heat to defrost and then heat to serving temperature
      3) All frozen meats are held for purchase in freezing chests in the market
      4) Usually reflect the eating preferences of a special region or nationality group
   b. Dried
      1) Usually a low grade meat or tough cut
      2) Usually sold at a high price per pound
      3) Cured in brine, dried, and thinly sliced
   c. Canned
      1) Fully cooked
      2) Safe to eat as long as cans are air tight
      3) Sealed in container for storage
      4) Does not need refrigeration but should be kept in a cool place

      Examples: Hams, corned beef, Vienna sausages, luncheon meats, stews, and meatballs
   d. Freeze dried
      1) Meat is frozen and dehydrated under vacuum
      2) Meat retains shape and may be rehydrated by placing in water
      3) Meat is cooked as fresh meat
      4) Maintains good quality taste, texture, and color

e. Pickled

1) Soaked in brine with added spices

2) Once opened, should be stored in the refrigerator

Examples: Corned beef and pigs feet

6. a. Breaking and softening the muscle and connective tissues

b. Tenderizing powder or liquid

c. Enzymes injected into the vascular system of the animal before slaughter

7. Discuss one of the following methods

a. Tenderized--cured

1) Soaked in brine

2) Enzymes are injected into the meat, carrying curing agents

3) Enzymes circulate through the tissues making them tender, moist, and soft

b. Tenderizer injected into the vascular system

1) Papain juice is injected into the live animal 20-25 minutes before slaughter

2) Blood circulates to carry the papain juice through the body of the animal

3) Tenderizing process occurs as meat passes through the 120° to 170° F range when being cooked

8. a. Select fresh meats just before leaving the store

b. Do not buy torn or damaged packages

c. Meats and other refrigerated products should be sacked together

d. Do not leave meats in a warm car

e. Take meats home quickly

9. Name any five of the following factors

a. Store fresh meat at refrigerator temperature no more than a few days, and use poultry and ground meat within one or two days

b. Wrap fresh meats loosely for best keeping in the refrigerator

c. Before freezing, wrap meat or poultry products tightly in moisture-resistant materials

d. Follow storage instructions given on labels of processed products

e. Store luncheon meats or sausages in their unopened packages until used

f. Store canned products in a cool, dry place

g. Refrigerate canned products that are marked "perishable" or "keep under refrigeration"

h. Defrost products in the refrigerator or, if necessary, under cold water, but not at room temperature

i. Refrigerate leftovers promptly

10. a. Meat carcasses

b. Prepackaged processed meat products

c. Fresh, frozen or processed poultry

11. Performance skills will be evaluated to the satisfaction of the instructor.

INSPECTION AND GRADING
UNIT IV

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to list factors which determine meat quality, describe which meats must be inspected and graded, and match characteristics of meat and poultry to grade. The student should be able to identify labels used in inspection and grading and label cuts of meat by grade. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Define terms associated with inspection and grading of meats.
2. List six factors which determine meat quality.
3. Describe which meats must be Federally inspected.
4. Discuss purposes of Federal inspection of meats.
5. Describe meat which is Federally graded.
6. List two factors considered in Federal grading.
7. Discuss in a short paragraph reasons for grading meats.
8. Match characteristics to four USDA grades of beef.
9. Discuss characteristics of high quality poultry.
10. List three grades used in poultry.
11. Select two grades of meat most commonly used by consumers.
12. Identify labels used for inspection and grading of meat and poultry.
13. Demonstrate the ability to label four cuts of meat by grade.

INSPECTION AND GRADING
UNIT IV

SUGGESTED ACTIVITIES

I. Instructor:

  A. Provide students with objective sheet.

  B. Provide students with information and assignment sheets.

  C. Make transparencies.

  D. Discuss terminal and specific objectives.

  E. Discuss information and assignment sheets.

  F. Arrange field trip to meat market to observe grades of meat and poultry, or arrange to have examples of several cuts of meat and poultry in the classroom for observation and discussion.

  G. Give test.

II. Student:

  A. Read objectives.

  B. Study information sheet.

  C. Complete assignment sheet.

  D. Participate in field trip or classroom observation.

  E. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

  A. Objectives

  B. Information sheet

  C. Transparency masters

    1. TM 1--USDA Grades of Meat in Order of Quality

    2. TM 2--Grading and Inspection Labels

D. Assignment Sheet #1--Label Cuts of Meat by Grade

E. Answers to assignment sheet

F. Test

G. Answers to test

II. References:

A. Shank, Dorothy E., Natalie K. Fitch, Pauline A. Chapman and Mary Suzanne Sickler. *Guide to Modern Meals.* St. Louis, Missouri: Webster Division, McGraw-Hill Book Company, 1970.

B. Medved, Eva. *The World of Food.* Lexington, Massachusetts: Ginn and Company, 1970.

C. McDermott, Irene E., Mabel B. Trilling and Florence Williams Nicholas. *Foods for Modern Living.* Philadelphia, Pennsylvania: J. B. Lippincott Company, 1967.

D. Barclay, Marion S., Frances Champion, Jeanne Hayden Brinkley and Kathleen W. Funderburk. *Teen Guide to Homemaking.* New York: Webster Division, McGraw-Hill Book Company, 1972.

E. White, Ruth Bennett. *Food and Your Future.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972.

F. Cronan, Marion L. and June C. Atwood. *Foods in Homemaking.* Peoria, Illinois: Charles A. Bennett Company, Inc., 1965.

INSPECTION AND GRADING
UNIT IV

INFORMATION SHEET

I. Terms and definitions

   A. Marbling--Fat distributed in small deposits throughout the muscle

      (NOTE: The fat contributes to tenderness.)

   B. Quality--Proportion of meat to bone, degree of marbling in the lean, firmness in texture, and normal color

   C. Grade of meat--Quality of the whole carcass, the tenderness of the lean and the connective tissues and the amount of marbling

   D. Meat--From cattle, sheep, and hogs often referred to as red meat to distinguish it from poultry and fish

   E. Cutability--Proportion of edible meat; a greater amount of muscle in relation to a smaller layer of external fat

II. Factors which determine meat quality

   A. Grade

   B. Cut

   C. Age of the animal

   D. Nutrition of the animal

   E. Methods of processing

      (NOTE: Before and after slaughter.)

   F. Cleanliness and wholesomeness

III. Meats which must be Federally inspected--all meats which are shipped from a packing house located in one state to another state for sale

IV. Purposes of Federal inspection of meats

   A. To protect the consumer

   B. To assure that animals are healthy

   C. To determine if conditions of the packing house are sanitary

   D. To determine if health of the operators is satisfactory

      (NOTE: Operators must have a food handlers permit.)

INFORMATION SHEET

V. Meat which is Federally graded
  - A. Not required by law
  - B. Meat packers who want to help consumers in selection of meats

  (NOTE: Fee is paid by packers to Federal government.)

VI. Factors considered in Federal grading
  - A. Quality
  - B. Cutability

VII. Reasons for grading meats
  - A. Identifies tenderness
  - B. Regulates price

    (NOTE: The higher grades are more expensive.)
  - C. To determine cooking method

    (Example: A U.S. Choice rump roast may be tender enough for oven roasting, a U.S. Good may not be.)

VIII. Characteristics of USDA grades of beef (Transparency 1)
  - A. U.S. Prime
    1. Fine-grained
    2. Firm, lean, with white connective tissue
    3. Much marbling of fat in lean portion
  - B. U.S. Choice
    1. Firm-grained
    2. Firm, lean, with white connective tissue
    3. Less marbling of fat
  - C. U.S. Good
    1. Coarser-grained
    2. Lean, with creamy-white connective tissue
    3. Less fat in lean and around it

INFORMATION SHEET

D. U.S. Standard or U.S. Commercial

1. Darker red color
2. Coarser lean, with darker connective tissue
3. Less fat in lean and around it

(NOTE: Lower grades U.S. Utility and Canner and Cutter are not usually seen on meat counters and are used for processed meat products.)

IX. Characteristics of high quality poultry

A. Firm, thick flesh of a yellow tinge with a layer of yellowish fat beneath the skin

B. No pinfeathers

C. No bruises or blemishes

D. Clean and wholesome

X. Three grades of poultry

(NOTE: These are listed high to low.)

A. Grade A

B. Grade B

C. Grade C

(NOTE: The official grade mark is the consumers assurance of quality. Grade A poultry is the finest poultry available, but all inspected poultry is nutritious, wholesome food.)

XI. Two grades of meat most commonly used or purchased

A. Choice

B. Good

(NOTE: Choice and good are high quality but have less fat than meat of prime grade. However, regardless of grade all beef has same nutritional value.)

XII. Labels used for inspection and grading of meat and poultry (Transparency 2)

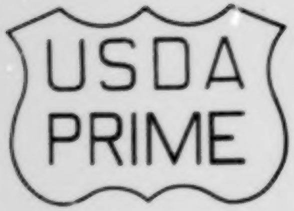
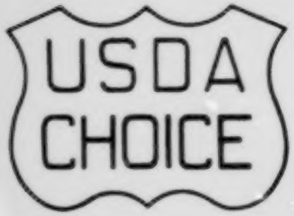
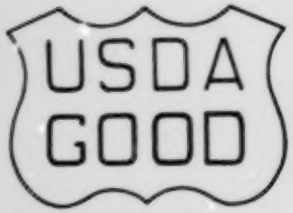
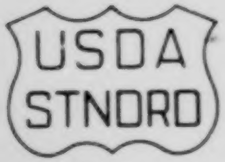
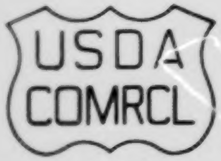
A. Meat inspection

B. Meat grading

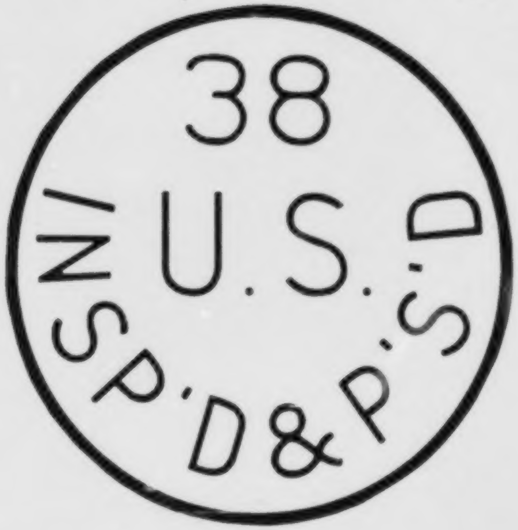
C. Poultry inspection

D. Poultry grading

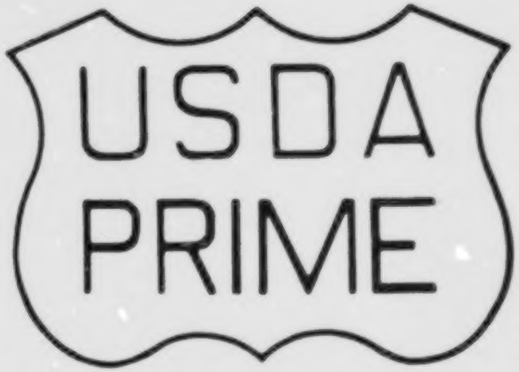
USDA Grades of Meat in Order of Quality

	BEEF GRADE	CHARACTERISTICS
	U.S. PRIME	Fine-grained; firm; lean, with white connective tissue, much marbling of fat in lean portion.
 USDA CHOICE	U.S. CHOICE	Firm-grained; firm; lean, with white connective tissue, less marbling of fat.
	U.S. GOOD	Coarser-grained; firm lean, with creamy-white connective tissue, less fat in lean and around it.
 USDA STNDRD  USDA COMRCL	U.S. STANDARD or U.S. COMMERCIAL	Darker red color; coarser lean, with darker connective tissue, less fat.

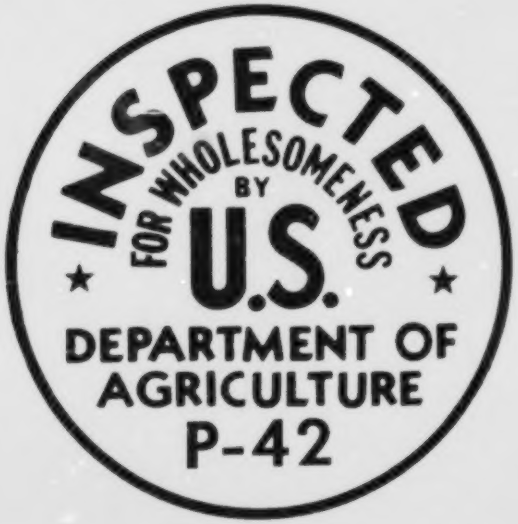
Grading and Inspection Labels


38
U.S.
INSP'D & P'S'D

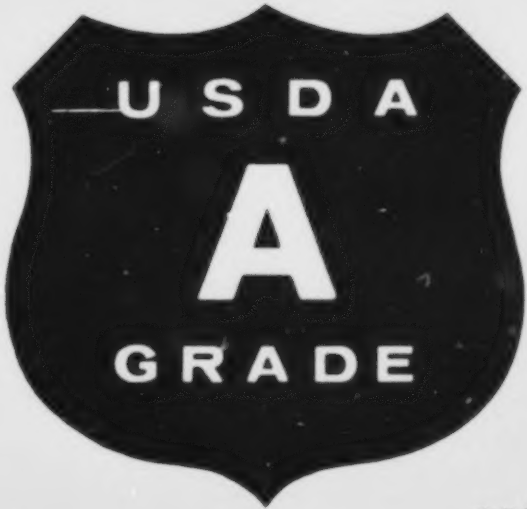
MEAT
INSPECTION



MEAT
GRADING


INSPECTED
FOR WHOLESOMENESS
BY
U.S.
DEPARTMENT OF
AGRICULTURE
P-42

POULTRY
INSPECTION


USDA
A
GRADE

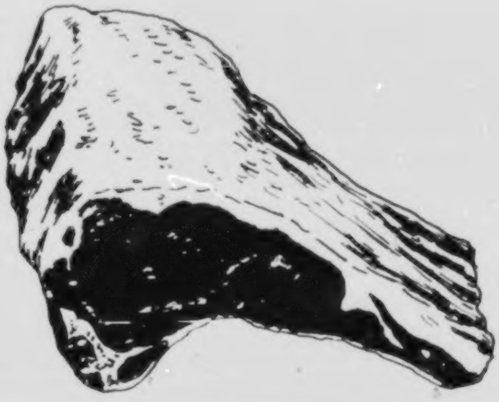
POULTRY
GRADING

INSPECTION AND GRADING
UNIT IV

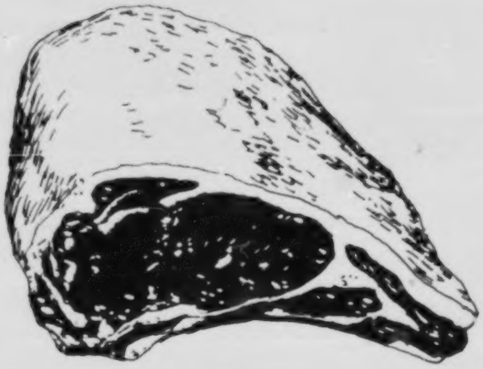
ASSIGNMENT SHEET #1-LABEL CUTS OF MEAT BY GRADE

1. Study these pictures of four beef rib roasts. Label the cuts by determining which cuts are USDA Prime, Choice, Good, and Standard grades. State factors used in making your selections.

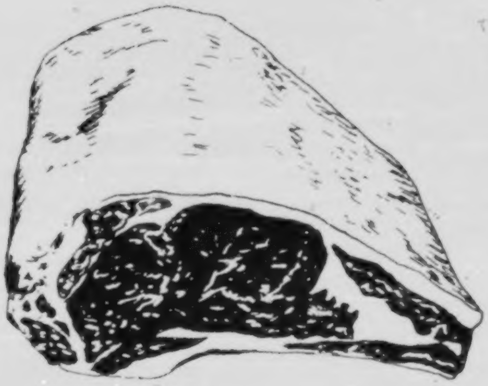
a.



b.

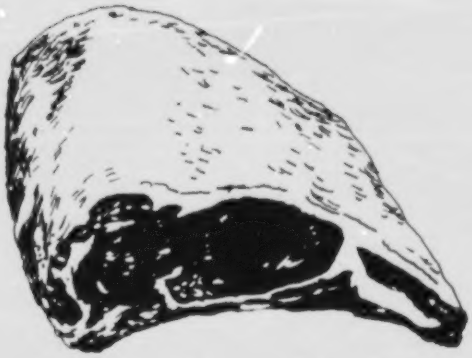


c.



ASSIGNMENT SHEET #1

d.



2. Assume you are a young homemaker who is trying to save money yet wanting the most for your money. Under these circumstances, which of the four cuts of meat would you buy? Why?

INSPECTION AND GRADING
UNIT IV

ANSWERS TO ASSIGNMENT SHEET #1

1. a. Standard

   b. Choice

   c. Prime

   d. Good

   (NOTE: Individual responses to factors may vary.)

2. To the satisfaction of the instructor

INSPECTION AND GRADING
UNIT IV

TEST

1. Define the following terms associated with inspection and grading of meats.
   a. Marbling--
   b. Grade of meat--
   c. Meat--
   d. Quality--
   e. Cutability--
2. List six factors which determine meat quality.
   a.
   b.
   c.
   d.
   e.
   f.
3. Describe which meats must be Federally inspected.

4. Discuss purposes of Federal inspection of meats.

5. Describe meat which is Federally graded.

6. List two factors considered in Federal grading.

a.

b.

7. Discuss in a short paragraph reasons for grading meats.

8. Match the characteristics on the right to the USDA grades of beef on the left.

______a. U.S. Grade

______b. U.S. Prime

______c. U.S. Standard

______d. U.S. Choice

1. Darker red color; coarser lean, with darker connective tissue, less fat in lean and around it

2. Coarser-grained; lean, with creamy-white connective tissue, less fat in lean and around it

3. Firm-grained; firm, lean, with white connective tissue, less marbling of fat

4. Fine-grained; firm, lean, with white connective tissue, much marbling of fat in lean portion

9. Discuss characteristics of high quality poultry.

10. List three grades used in poultry.

a.

b.

c.

11. Place an "X" in the space to the left of the two grades of meat most commonly preferred by consumers.

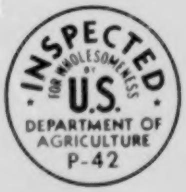
______a. Prime

______b. Choice

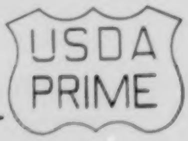
______c. Good

______d. Standard

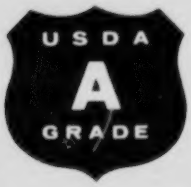
12. Identify these labels used for inspection and grading of meat and poultry.


INSPECTED
FOR WHOLESOMENESS BY
U.S.
DEPARTMENT OF AGRICULTURE
P-42

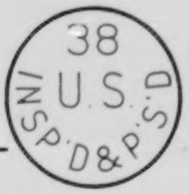
a. ____________



b. ____________


USDA
A
GRADE

c. ____________


38
U.S.
INSP'D & P'S'D

d. ____________

13. Demonstrate the ability to label four cuts of meat by grade.

(NOTE: If this has not been accomplished prior to the test, ask the instructor when the above activity should be completed.)

INSPECTION AND GRADING
UNIT IV

ANSWERS TO TEST

1. a. Fat distributed in small deposits throughout the muscle
   b. Quality of the whole carcass, the tenderness of the lean and the connective tissues and the amount of marbling
   c. From cattle, sheep, and hogs often referred to as red meat to distinguish it from poultry and fish
   d. Proportion of meat to bone, degree of marbling in the lean, firmness in texture, and normal color
   e. Proportion of edible meat; a greater amount of muscle in relation to a smaller layer of external fat
2. a. Grade
   b. Cut
   c. Age of the animal
   d. Nutrition of the animal
   e. Methods of processing
   f. Cleanliness and wholesomeness
3. All meats which are shipped from a packing house located in one state to another state for sale
4. Some items which should be included are:
   a. To protect the consumer
   b. To assure that animals are healthy
   c. To determine if conditions of the packing house are sanitary
   d. To determine if health of the operators is satisfactory
5. a. Not required by law
   b. Meat packers who want to help consumers in selection of meats
6. a. Quality
   b. Cutability

7. Some items which should be included are:
   a. Identifies tenderness
   b. Regulates price
   c. To determine cooking method
8. a. 2
   b. 4
   c. 1
   d. 3
9. Some items which should be included are:
   a. Firm, thick flesh of a yellow tinge with a layer of yellowish fat beneath the skin
   b. No pinfeathers
   c. No bruises or blemishes
   d. Clean and wholesome
10. a. Grade A
    b. Grade B
    c. Grade C
11. b
    c
12. a. Poultry inspection
    b. Meat grading
    c. Poultry grading
    d. Meat inspection
13. Performance skills will be evaluated to the satisfaction of the instructor.

MEAT PURCHASING
UNIT V

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to name factors which determine the costs of meats, discuss factors to remember when purchasing meats, and name reasons for varying costs of meats. The student should be able to list rules to remember in keeping meats wholesome, identify necessary information on meat labels, and calculate costs of meats. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match the amount of meat to purchase per serving according to cut.
2. Name seven factors which determine the cost of meat.
3. List six hidden costs of meats.
4. Discuss factors to remember when shopping for meats.
5. Select the percentage of the total food budget which is usually allocated for meat.
6. Name five reasons why the cost of meats vary.
7. Select factors which usually mean lower cost of meats.
8. List six factors which determine the consumer's selection of meat.
9. Discuss precautions to remember when purchasing fish and poultry.
10. List four rules to follow in keeping meat products wholesome.
11. Discuss in writing correct methods of caring for meats after purchase.
12. Identify information which meat and poultry labels must have.
13. Demonstrate the ability to compare the cost of meat on the basis of cost per serving and nutrients provided.

MEAT PURCHASING
UNIT V

SUGGESTED ACTIVITIES

I. Instructor:

   A. Provide students with objective sheet.

   B. Provide students with information and assignment sheets.

   C. Make transparencies.

   D. Discuss terminal and specific objectives.

   E. Discuss information and assignment sheets.

   F. Provide opportunity to visit grocery store or to see newspaper grocery advertisements.

   G. Direct discussion of student's responses on Assignment Sheet #2.

   H. Give test.

II. Student:

   A. Read objectives.

   B. Study information sheet.

   C. Complete assignment sheets.

   D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

   A. Objectives

   B. Information sheet

   C. Transparency masters

      1. TM 1--How to Read a Label

      2. TM 2--Parts of Label

D. Assignment sheets

1. Assignment Sheet #1--Expensive and Less Expensive Cuts

2. Assignment Sheet #2--Meats for Women with Dual Roles

E. Test

F. Answers to test

II. References:

A. Cronan, Marion L. and June C. Atwood. *Foods in Homemaking.* Peoria, Illinois: Charles A. Bennett Company, Inc., 1965.

B. Medved, Eva. *The World of Food.* Lexington, Massachusetts: Ginn and Company, 1970.

C. McDermott, Irene E., Mabel B. Trilling, and Florence Williams Nicholas. *Food for Modern Living.* Philadelphia: J. G. Lippincott Company, 1967.

D. Barclay, Marion S., Frances Champion, Jeanne Hayden Brinkley, and Kathleen W. Funderburk. *Teen Guide to Homemaking.* New York: Webster Division, McGraw-Hill Book Company, 1972.

E. White, Ruth Bennett. *Food and Your Future.* Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1972.

F. U.S. Department of Agriculture. *Meat and Poultry, Labeled For You*, Home and Garden Bulletin No. 172. For sale by the Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402. Price ten cents.

MEAT PURCHASING
UNIT V

INFORMATION SHEET

I. Amount of meat to purchase per serving

   A. 3-4 ounces of boneless meat (ground meat)

   B. 6-8 ounces of meat with medium amounts of bone (chicken)

   C. 8-16 ounces of meat with much bone or gristle (spare ribs)

   (NOTE: Examples of each of these types are in parenthesis.)

II. Factors which determine costs of meats

   A. Grade

   B. Cut

   C. Age

   D. Method of processing

      (NOTE: Processed meats cost more than many fresh meats.)

   E. Amount of fat and bone

   F. Kind of meat, fish, or poultry

   G. Supply and demand (personal preference)

III. Hidden costs of meats

   A. Fuel

   B. Preparation time

   C. Cooking method

   D. Serving method

   E. Transportation

      (NOTE: Distance from market.)

   F. Packaging

INFORMATION SHEET

IV. Factors to remember when shopping for meats

  A. Consider cuts and grades of meat

  B. Study advertisements before doing weekly shopping

  C. Make a systematic shopping list

  D. Make purchase at the best prices

  E. Home storage facilities

  F. Time available for cooking

  G. Family preference

V. Percentage of total food budget allocated for meat--at least 25 percent

(NOTE: This is a national average varying with locale and socio-economic level.)

VI. Reasons for varying costs of meats

  A. Economic condition of our country

  B. Locality

  C. Season

  D. Store in which meat is purchased

  E. Supply and demand

VII. Lower cost of meats

  A. Lower grade

  B. Less tender cuts

(NOTE: Usually red meats and shellfish cost more per pound than other kinds of meats. Variety meats such as liver, heart, and kidney are usually lower in price than other meats.)

VIII. Factors which determine the consumer's selection of meat

  A.. Quality

  B. Intended use

  C. Time available for preparation

INFORMATION SHEET

D. Cost

E. Personal preference

F. Availability

IX. Precautions in buying fish and poultry

A. Whole fryers may be less expensive per pound than the cut up sections

B. When buying fish, buy from a reliable source

C. Be sure the fish has been kept under refrigeration or on ice

D. Buy poultry which has been properly refrigerated

E. Select fish and poultry according to purpose for use

F. Buy according to the number of people to be served

X. Rules to follow in keeping meat products wholesome

A. Do not buy broken packages or dented cans

B. Select frozen items just before leaving the store and get them home quickly

C. Carefully follow storage and cooking instructions

D. Make sure products to be served warm are thoroughly heated before serving

XI. Caring for meats after purchase

A. Fresh meat

1. Cover lightly with waxed paper or aluminum foil

2. Store in very cold part of refrigerator

B. Cured meats require refrigeration

C. Canned meats

1. Less than 1 1/2 pound canned hams need a cool, dry storage place

2. Over 1 1/2 pound canned hams have not been completely sterilized and require refrigeration

INFORMATION SHEET

D. Frozen meats are stored at freezing temperatures to keep solidly frozen

(NOTE: Do not refreeze thawed meat and consult labels on all meats.)

XII. Necessary information on meat and poultry product labels (Transparency 1 and 2)

A. An accurate name and description of the product

(NOTE: If there is an ingredient which traditionally is not expected to be found in the product, it must be shown as part of the product name.)

B. A picture which accurately represents the product, if one is used

C. A list of ingredients beginning with the item weighing the most, and continuing to the item weighing the least

D. The net weight of the contents, not including the packaging

E. Storage or cooking instructions when necessary

F. The packer's or distributor's name and address, and whether the company named is the packer or the distributor

G. The round mark of inspection

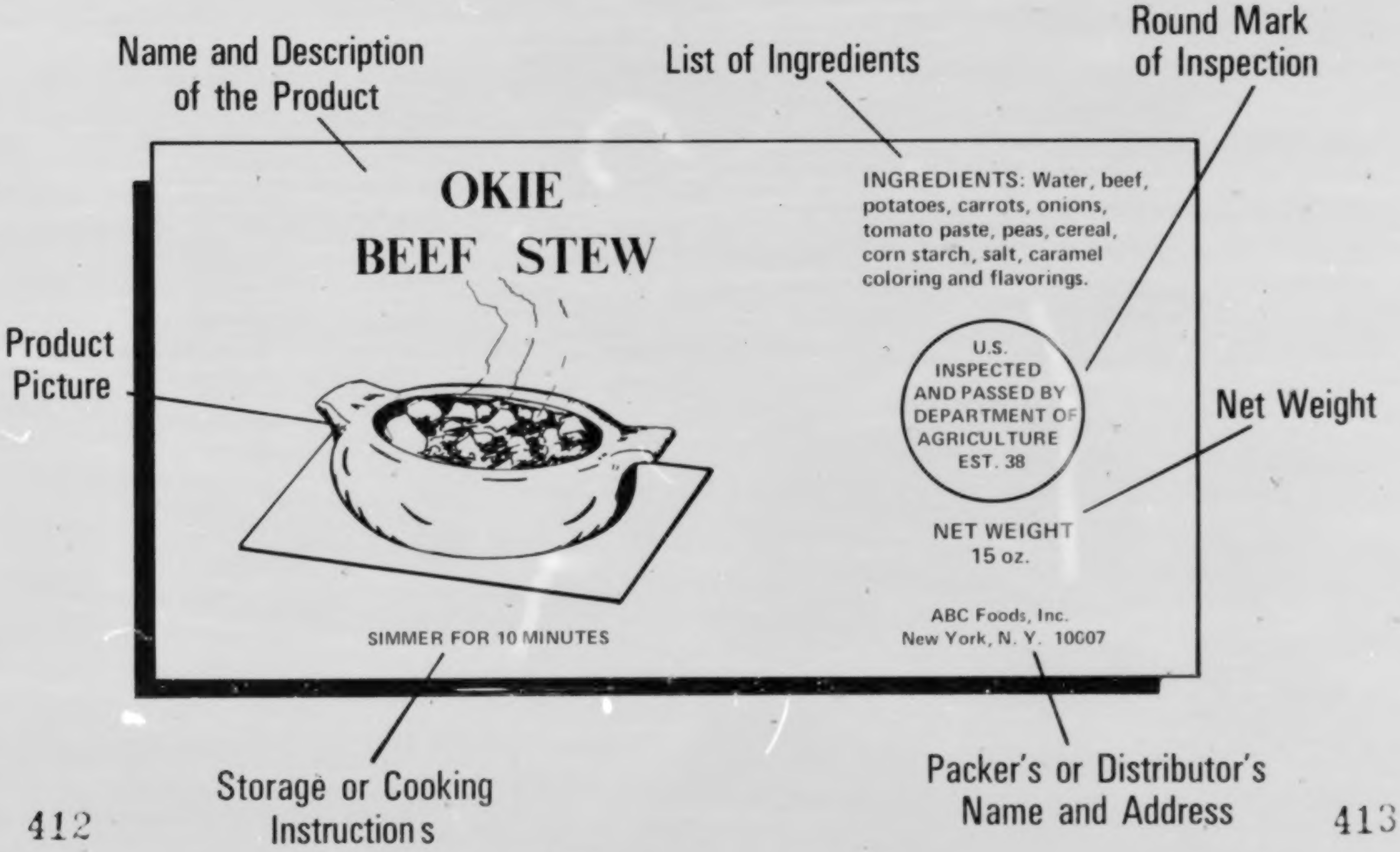
(NOTE: If the product is imported, the name of the country of origin must be on the label. All imported products must be inspected for wholesomeness.)

How to Read a Label

The label of every Federally inspected meat or poultry product must have . . .

- An accurate name and description of the product. If there is an ingredient which traditionally is not expected to be found in the product, it must be shown as part of the product name.
- A picture which accurately represents the product, if one is used.
- A list of ingredients beginning with the item weighing the most, and continuing to the item weighing the least.
- The net weight of the contents, not including the packaging.
- Storage or cooking instructions when necessary.
- The packer's or distributor's name and address, and whether the company named is the packer or the distributor.
- The round mark of inspection. If the product in imported, the name of the country of origin must be on the label. All imported products must be inspected for wholesomeness.

Parts of Label



Name and Description of the Product

List of Ingredients

Round Mark of Inspection

OKIE BEEF STEW

INGREDIENTS: Water, beef, potatoes, carrots, onions, tomato paste, peas, cereal, corn starch, salt, caramel coloring and flavorings.

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AND PASSED BY
DEPARTMENT OF
AGRICULTURE
EST. 38

Product Picture

Net Weight

NET WEIGHT
15 oz.

SIMMER FOR 10 MINUTES

ABC Foods, Inc.
New York, N. Y. 10007

Storage or Cooking Instructions

Packer's or Distributor's Name and Address

MEAT PURCHASING
UNIT V

ASSIGNMENT SHEET #1--EXPENSIVE AND LESS EXPENSIVE CUTS

1. By visiting a local grocery store or by comparing prices listed in the newspaper advertisements, determine the prices of the following meats per pound or per unit.

	*PRICE PER POUND	OUNCES NEEDED PER SERVING	COST PER SERVING
a. Sirloin steak			
b. Spare ribs			
c. Pork loin chops			
d. Ground beef			
e. Bacon			
f. Chicken			
g. Fish sticks			
h. Liver			
i. Round steak			
j. Shrimp			
k. Tuna			
l. Turkey			

*(NOTE: Answers will depend upon current prices.)

2. How many ounces of each of these meats should you buy per serving? Calculate the cost per serving of each of the above meats by dividing the price per pound by the number of servings you can get from one pound.

   Example: Sausage is boneless meat; therefore, you need about four ounces per serving. There are 16 ounces in one pound, so you can get four servings from one pound of sausage. If sausage costs 89 cents per pound:

$$\begin{array}{r l} .22 & \text{per serving} \\ \hline 4)\ .89 & \\ 8 & \\ \hline 9 & \\ 8 & \\ \hline 1 & \end{array}$$

ASSIGNMENT SHEET #1

3 Write a short paragraph comparing the costs of meats with the nutrients which are provided in the meat. Use previous information learned and available textbooks to determine the nutrients provided. Response to this question will be evaluated to the satisfaction of the instructor.

MEAT PURCHASING
UNIT V

ASSIGNMENT SHEET #2--MEATS FOR WOMEN WITH DUAL ROLES

Considering the hidden costs of meats, which meats would you, in a dual role of homemaker and career woman, be most likely to prepare for the following meals. Use prices from Assignment Sheet #1, and/or compare prices of meats at a grocery store or in newspaper advertisements. Be prepared to state reasons for your selection in class.

1. Week-day lunch
2. Sunday dinner
3. Week-day evening meal
4. Sack lunch
5. Unexpected company

MEAT PURCHASING
UNIT V

TEST

1. Match the amount of meat to purchase per serving on the right to the cut on the left.

______a. Medium amount of bone	1.	3-4 ounces
______b. Much bone or gristle	2.	6-8 ounces
______c. Boneless meat	3.	8-16 ounces

2. Name seven factors which determine the cost of meat.

a.

b.

c.

d.

e.

f.

g.

3. List six hidden costs of meats.

a.

b.

c.

d.

e.

f.

4. Discuss in a short paragraph some factors to remember when shopping for meats.

5. Place an "X" in the space to the left of the percentage of the total food budget which is usually allocated for meat.

______a. 10 percent

______b. 15 percent

______c. 25 percent

______d. 50 percent

6. Name five reasons why the cost of meats vary.

a.

b.

c.

d.

e.

7. Place an "X" in the space to the left of the factors which usually mean lower costs of meats.

______a. Less tender cuts

______b. More tender cuts

______c. Lower grade

______d. Higher grade

8. List six factors which determine the consumer's selection of meat.

a.

b.

c.

d.

e.

f.

9. Discuss in a short paragraph some of the precautions to remember when purchasing fish and poultry.

10. List four rules to follow in keeping meat products wholesome.

a.

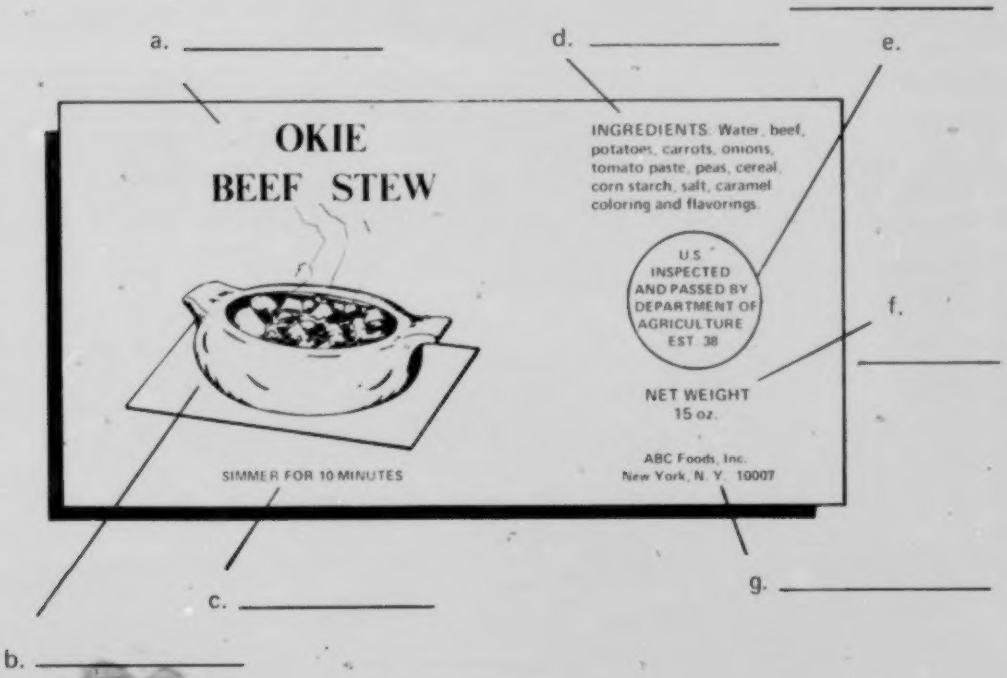
b.

c.

d.

11. Discuss in a short paragraph some of the correct methods of caring for meats after purchase.

12. Identify information which meat and poultry labels must have.


a. ____________
d. ____________
e. ____________
OKIE
BEEF STEW
INGREDIENTS: Water, beef, potatoes, carrots, onions, tomato paste, peas, cereal, corn starch, salt, caramel coloring and flavorings.
U.S. INSPECTED AND PASSED BY DEPARTMENT OF AGRICULTURE EST. 38
f. ____________
NET WEIGHT 15 oz.
SIMMER FOR 10 MINUTES
ABC Foods, Inc. New York, N.Y. 10007
c. ____________
g. ____________
b. ____________

13. Demonstrate the ability to compare the cost of meat on the basis of cost per serving and nutrients provided.

(NOTE: If this has not been accomplished prior to the test, ask the instructor when the above activity should be completed.)

MEAT PURCHASING
UNIT V

ANSWERS TO TEST

1. a. 2
   b. 3
   c. 1
2. a. Grade
   b. Cut
   c. Age
   d. Method of processing
   e. Amount of fat and bone
   f. Kind of meat, fish, or poultry
   g. Supply and demand
3. a. Fuel
   b. Preparation time
   c. Cooking method
   d. Serving method
   e. Transportation
   f. Packaging
4. Some items which should be included are:
   a. Consider cuts and grades of meat
   b. Study advertisements before doing weekly shopping
   c. Make a systematic shopping list
   d. Make purchase at the best prices
   e. Home storage facilities
   f. Time available for cooking
   g. Family preference

5. c

6. a. Economic condition of our country
   b. Locality
   c. Season
   d. Store in which meat is purchased
   e. Supply and demand

7. a
   c

8. a. Quality
   b. Intended use
   c. Time available for preparation
   d. Cost
   e. Personal preference
   f. Availability

9. Some items which should be included are:
   a. Whole fryers may be less expensive per pound than the cut up sections
   b. When buying fish, buy from a reliable source
   c. Be sure fish have been kept under refrigeration or on ice
   d. Buy poultry which has been properly refrigerated
   e. Select fish and poultry according to purpose for use
   f. Buy according to the number of people to be served

10. a. Do not buy broken packages or dented cans
    b. Select frozen items just before leaving the store and get them home quickly
    c. Carefully follow storage and cooking instructions
    d. Make sure products to be served warm are thoroughly heated before serving

11. Some items which should be included are:
    - a. Fresh meat
        - 1) Cover lightly with wax paper or aluminum foil
        - 2) Store in very cold part of refrigerator
    - b. Cured meats require refrigeration
    - c. Canned meats
        - 1) Less than 1 1/2 pound canned hams need a cool, dry storage place
        - 2) Over 1 1/2 pound canned hams have not been completely sterilized and require refrigeration
    - d. Frozen meats are stored at freezing temperatures to keep solidly frozed

12.
    - a. Accurate name and description of the product
    - b. Picture which accurately represents the product, if one is used
    - c. A list of ingredients beginning with the item weighing the most, and continuing to the item weighing the least
    - d. Net weight of the contents, not including the packaging
    - e. Storage or cooking instructions when necessary
    - f. Packer's or distributor's name and address, and whether the company named is the packer or distributor
    - g. Round mark of inspection

13. Performance skills will be evaluated to the satisfaction of the instructor.

MEAT PREPARATION
UNIT VI

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to describe changes which occur during cooking of meat, write rules to remember in cooking meats and list basic methods of meat cookery. The student should be able to prepare meats, test meats for doneness, and draw conclusions by comparing results of preparing different varieties of meats and meats prepared by different methods. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with meat preparation to the correct definition.
2. Discuss the purposes of cooking meat.
3. Describe changes which occur during proper cooking of meat.
4. Discuss the reasons for using low temperatures in meat cookery.
5. Name types of cuts which are prepared by dry and moist heat cookery.
6. List factors which determine cooking method to be used.
7. Write four rules to remember in cooking meats.
8. List six basic methods of meat cookery.
9. Select factors which determine cooking time.
10. Name three methods for testing doneness of meat.
11. Match cuts of meats to methods of cookery.
12. Draw conclusions by comparing results of preparing two or more differently priced varieties of ground beef.
13. Formulate reasons for using low temperatures rather than high temperatures in preparing meats.
14. Draw conclusions by comparing meat patties which have been prepared by different methods for flavor, appearance and size.

MEAT PREPARATION
UNIT VI

SUGGESTED ACTIVITIES

I. Instructor:

- A. Provide students with objective sheet.
- B. Provide students with information sheet.
- C. Provide students with assignment and job sheets.
- D. Make transparencies.
- E. Discuss terminal and specific objectives.
- F. Discuss information sheet.
- G. Discuss assignment and job sheets.
- H. Divide the class into six groups and allow each group to prepare meats using one of the six basic methods of meat cookery.
- I. Complete the tasks shown on the job sheets as demonstrations and allow the students to complete the evaluations.
- J. Lead discussion of completed assignment sheets.
- K. Give test.

II. Student:

- A. Read objectives.
- B. Study information sheet.
- C. Complete assignment sheet.
- D. Complete evaluation of job sheets after demonstration.
- E. Prepare meat by using one of the six basic methods of meat cookery.
- F. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

- A. Objectives
- B. Information sheet

C. Transparency masters

   1. TM 1--Changes Which Occur During Cooking

   2. TM 2--Rules to Remember in Cooking Meats

   3. TM 3--Basic Methods of Meat Cookery

D. Assignment Sheet #1--Cuts Suitable for Cooking Methods

E. Job Sheets

   1. Job Sheet #1--Compare Grades of Meat

   2. Job Sheet #2--Comparison of Cooking Methods

   3. Job Sheet #3--Comparison of Cooking Temperatures

F. Test

G. Answers to test

II. References

A. McDermott, Irene E., Mabel B. Trilling, and Florence Williams Nicholas. *Food for Modern Living* Philadelphia: J. B. Lippincott Company, 1967.

B. Barclay, Marion S., Frances Champion, Jeanne Hayden Brinkley, and Kathleen W. Funderburk. *Teen Guide to Homemaking.* New York: Webster Division, McGraw-Hill Book Company, 1972.

C. White, Ruth Bennett. *Food and Your Future.* Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1972.

D. Medved, Eva. *The World of Food.* Lexington, Massachusetts: Ginn and Company, 1970.

E. Shank, Dorothy E., Natalie K. Fitch, Pauline A. Chapman, and Mary Suzanne Sickler. *Guide to Modern Meals.* St. Louis, Missouri: Webster Division, McGraw-Hill Book Company, 1970.

MEAT PREPARATION
UNIT VI

INFORMATION SHEET

I. Terms and definitions

   A. Roasting--Cooking food uncovered by dry heat, usually in an oven

   B. Broiling--Cooking by direct heat over coals or under an open flame or electric unit

   C. Panbroiling--Cooking uncovered in a fry pan, the fat is poured off as it accumulates

   D. Frying--Cooking meat in a small amount of fat in an uncovered skillet

   E. Braising--Browning meat in a small amount of fat, then cooking slowly in a covered utensil

   F. Cooking in liquid--Covering with water and cooking at a simmering temperature in a covered pan

II. Purposes of cooking meat

   A. To produce the most delectable dish possible from the kind of meat chosen

   B. To produce meat which is tender in texture, juicy, of fine aroma, of good color, and best of all, flavorsome when ready to eat

III. Changes which occur during proper cooking of meat (Transparency 1)

   A. Loss of moisture

   B. Change in color

   C. Fat melts

   D. Protein coagulates

   E. Meat becomes more tender

   (NOTE: These changes improve flavor of meat and also make it more digestible. Cooking also destroys harmful bacteria.)

IV. Reasons for using low temperatures in meat cookery

   A. Meat yields more servings per pound, thus costing less

   B. Meat is juicier, more tender and more flavorsome

INFORMATION SHEET

C. Fewer nutrients lost in drippings

D. Less spatter resulting in easier clean-up

(NOTE: Low temperature cooking requires a longer period of time.)

V. Types of cuts and method of cooking used

A. Dry heat

1. Higher grade meat and tender cut

2. Tenderized lower grades and tougher cuts

3. Young poultry

4. Fish

B. Moist heat

1. Lower grade meats

2. Less tender cuts

(NOTE: Purpose of cooking meat with moist heat is to soften the connective tissue and release the collagen from the gristle.)

VI. Factors which determine cooking method to be used

A. Kind of meat

B. Cut and its size

C. Tenderness of meat

D. Time available for cooking

E. Degree of doneness preferred

F. Cooking facilities

VII. Rules to remember in cooking meats (Transparency 2)

A. Use low temperatures

B. Regardless of method, cook meat with great care, for it is an expensive food

C. Make use of the bones by simmering them for soup; save fat drippings to use in gravies and sauces and as seasonings

D. Use seasonings and herbs to add interest, but cautiously, so as not to smother the meat flavor

INFORMATION SHEET

VIII. Basic methods of meat cookery (Transparency 3)

A. Dry heat

1. Roasting
2. Broiling
3. Panbroiling
4. Frying

B. Moist heat

1. Braising
2. Cooking in liquid

IX. Factors which determine cooking time

A. Cooking temperature

B. Size and shape of cut

C. Quality and grade

D. Degree of doneness desired

(NOTE: Meat is usually prepared to the stage of being rare, medium or well done. Time is approximate when given in minutes per pound. A meat thermometer is a sure way of knowing that you allow the right amount of time. Place thermometer in the thickest part of roast, away from bone or fat.)

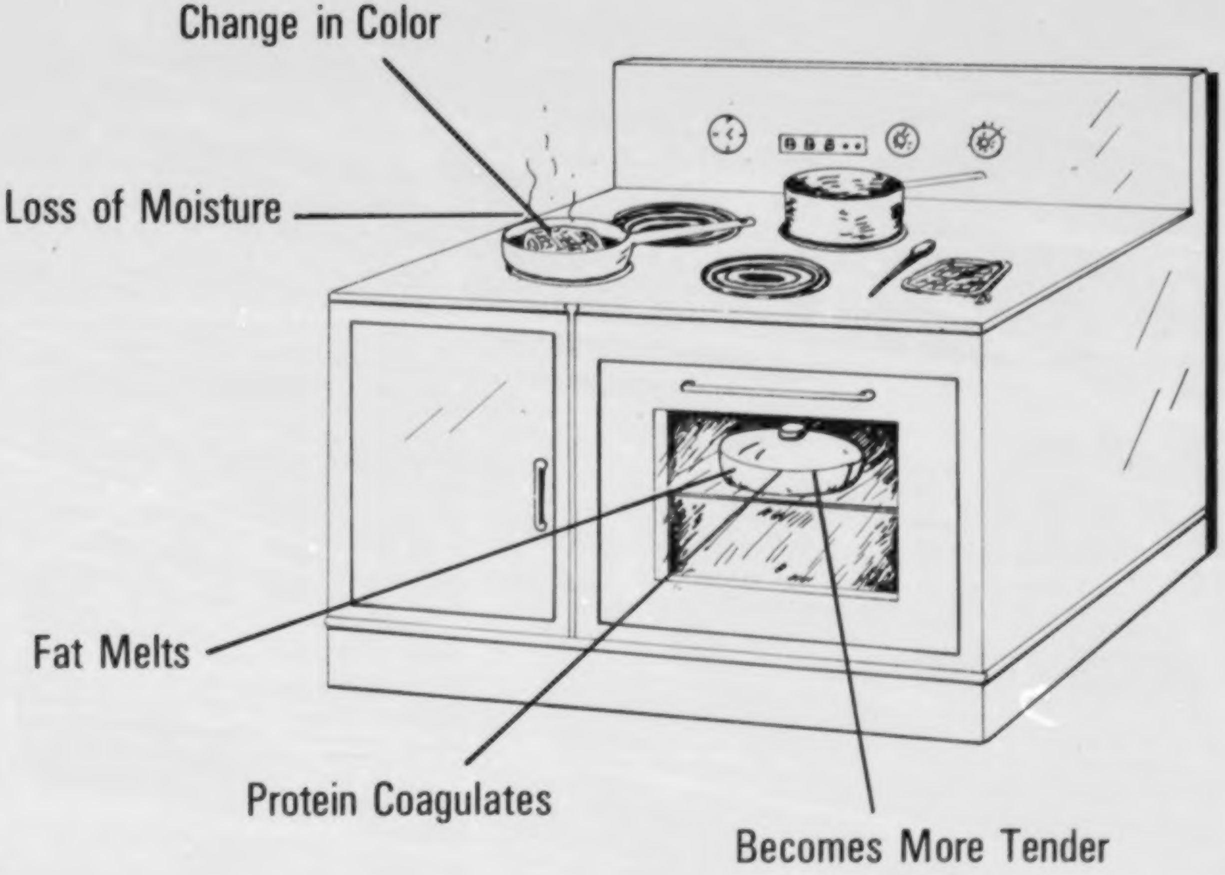
X. Tests for doneness of meat

A. Roast meats--use a roast meat thermometer

B. Broiled meats--cut a small slit in the meat and note the color and degree of doneness inside

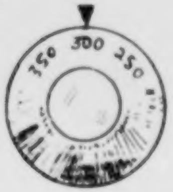
C. Braised and water cooked meats--pierce the meat with a sharp-tined fork

Changes Which Occur During Cooking


Change in Color
Loss of Moisture
Fat Melts
Protein Coagulates
Becomes More Tender

Rules to Remember in Cooking Meats

1. Use Low Temperatures

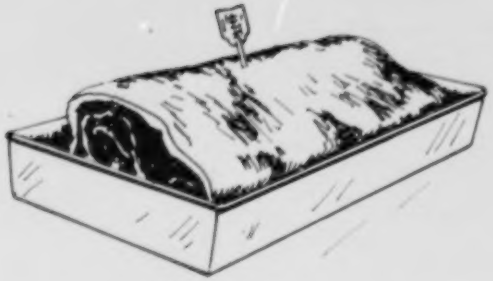


2. Cook Meat with Great Care

3. Make Use of Bones and Drippings

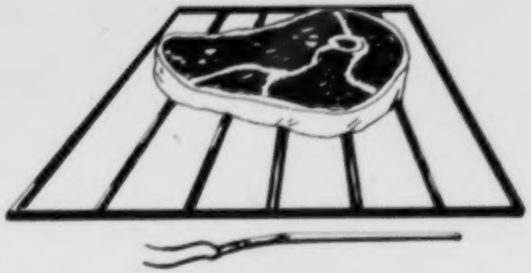
4. Use Seasonings to Add Interest -
Do Not Smother Meat Flavor

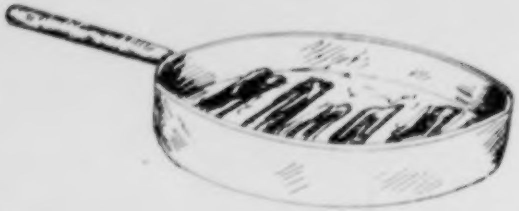
Basic Methods of Meat Cookery



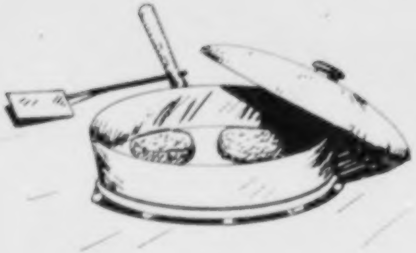
Roasting

Broiling



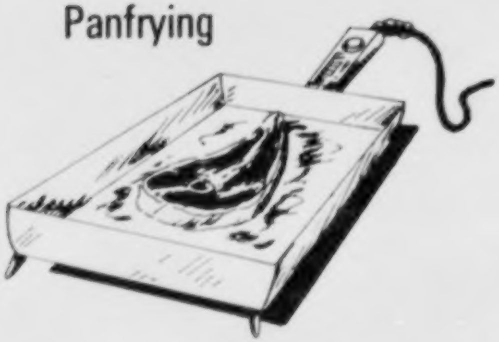


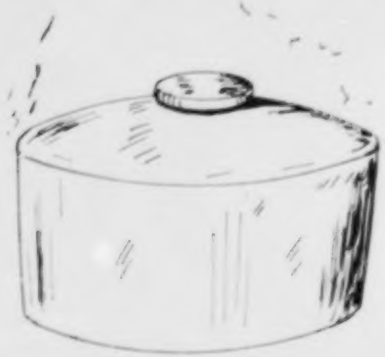
Panbroiling



Braising

Panfrying





Cooking in Liquid

MEAT PREPARATION
UNIT VI

ASSIGNMENT SHEET #1-CUTS SUITABLE FOR COOKING METHODS

*Using text books and available resource materials, suggest at least four retail cuts of meat which are suitable for each of the following cooking methods.

I. Broil
A.
B.
C.
D.

II. Panbroil
E.
F.
G.
H.

III. Roast
I.
J.
K.
L.

IV. Frying
M.
N.
O.
P.

V. Braising
Q.
R.
S.
T.

VI. Cooking in liquid
U.
V.
W.
X.

VII. How can the family have nutritious meals while using low grades and less expensive cuts of meats?

ASSIGNMENT SHEET #1

VIII. How can the meat be cooked to make it tasty and appetizing?

*(NOTE: This assignment sheet is to be evaluated to the satisfaction of the instructor.)

MEAT PREPARATION
UNIT VI

JOB SHEET #1--COMPARE GRADES OF MEAT

I. Equipment and supplies needed

- A. Two skillets which are same type and size
- B. Two glass measuring cups
- C. Kitchen scales

  (NOTE: Scales located in the science department may be used.)
- D. Range
- E. Spatula
- F. Two plates
- G. Ground beef--four ounces
- H. Ground chuck--four ounces

(NOTE: If more than two grades of ground beef are available, they may be used with the same instructions.)

II. Procedure

- A. Make one patty from each of the two grades of ground beef
- B. Using the scales, weigh each patty to be sure they are the same weight
- C. Preheat two skillets to the same temperature or range setting
- D. Place one patty in each skillet
- E. Cook until done, turning with spatula as needed

  (NOTE: Both patties should be cooked the same amount of time.)
- F. Pour fat and drippings from each skillet into measuring cups
- G. Weigh each meat patty
- H. Place each meat patty with its drippings and weight results on plate

JOB SHEET #1

III. Evaluation

A. What differences did you observe between the meat patties?

B. What conclusions can you draw from this experiment?

MEAT PREPARATION
UNIT VI

JOB SHEET #2--COMPARISON OF COOKING METHODS

I. Equipment and supplies needed

  A. Two skillets

  B. Range

  C. Broiler pan for range

  D. Spatula

  E. Three plates

  F. Twelve ounces of ground beef

  G. Small amount of fat

II. Procedure

  A. Make three four-ounce patties from the ground beef

  B. Preheat skillets and broiler to desired temperatures

  C. Place small amount of fat in one skillet

  D. Place one patty in skillet with fat

  E. Place one patty in empty skillet

  F. Place one patty on broiler pan

  G. Cook until done, turning with spatula as needed

  H. Place one patty on each of three plates

  I. Label each patty according to cooking method used

    1. Frying

    2. Broiling

    3. Panbroiling

JOB SHEET #2

III. Evaluation

A. Compare the meat patties for

1. Flavor
2. Appearance
3. Size

B. Contrast the meat patties for

1. Flavor
2. Appearance
3. Size

MEAT PREPARATION
UNIT VI

JOB SHEET #3 COMPARISON OF COOKING TEMPERATURES

I. Equipment and supplies needed

A. Two skillets which are same type and size

B. Two glass measuring cups

C. Kitchen scales

D. Range

E. Spatula

F. Two plates

G. Eight ounces of ground beef

II. Procedure

A. Make two patties from the ground beef

B. Weigh each patty to be sure they are the same weight

C. Preheat one skillet to a low to moderate temperature or range setting

D. Preheat other skillet to a high temperature or range setting

(NOTE: Be careful not to scorch skillet.)

E. Place one patty in each skillet

F. Cook until done, turning with spatula as needed

(NOTE: Patty cooked at high temperature should be done earlier than other patty.)

G. Pour fat and drippings from each skillet into measuring cups

H. Weigh each meat patty

I. Place each meat patty with its drippings and weight results on plate

JOB SHEET #3

III. Evaluation

A. Compare the two meat patties for

1. Weight
2. Size
3. Tenderness
4. Moisture

B. Which method do you recommend? Why?

MEAT PREPARATION
UNIT VI

TEST

1. Match the terms on the right to the correct definition.

_____a. Cooking by direct heat over coals or under an open flame or electric unit

_____b. Cooking meat in a small amount of fat in an uncovered skillet

_____c. Browning meat in a small amount of fat, then cooking slowly in a covered utensil

_____d. Covering with water and cooking at a simmering temperature in a covered pan

_____e. Cooking food uncovered by dry heat, usually in an oven

_____f. Cooking uncovered in a fry pan, the fat is poured off as it accumulates

1. Braising
2. Panbroiling
3. Roasting
4. Broiling
5. Cooking in liquid
6. Frying

2. Discuss in a short paragraph the purposes of cooking meat.

3. Describe in a short paragraph the changes which occur during proper cooking of meat.

4. Discuss the reasons of using low temperatures in meat cookery.

5. Name types of cuts which are prepared by dry and moist heat cookery.

   a. Moist heat--

   b. Dry heat--

6. List at least four factors which determine the cooking method to be used when preparing meat.

   a.

   b.

   c.

   d.

7. Write four rules to remember in cooking meats.

   a.

   b.

   c.

   d.

8. List six basic methods of meat cookery

   a.

   b.

   c.

   d.

   e.

   f.

9. Place an "X" in the space to the left of each factor which determines cooking time of meats.

   _____a. Degree of doneness desired

   _____b. Size and shape of cut

   _____c. Nutrient content

   _____d. Cooking temperature

   _____e. Spices added

_____f. Quality and grade

_____g. Type of heat applied

10. Name three methods for testing doneness of meats.

    a.

    b.

    c.

11. Match cuts of meat to methods of cookery.

12. Draw conclusions by comparing results of preparing two or more differently priced varieties of ground beef.

13. Formulate reasons for using low temperatures rather than high temperatures in preparing meats.

14. Draw conclusions by comparing meat patties which have been prepared by different methods for flavor, appearance, and size.

    (NOTE: If this has not been accomplished prior to the test, ask the instructor when the above activities (11 through 14) should be completed.)

MEAT PREPARATION
UNIT VI

ANSWERS TO TEST

1. a. 4
   b. 6
   c. 1
   d. 5
   e. 3
   f. 2

2. Some items which should be included are:
   a. To produce the most delectable dish possible from the kind of meat chosen
   b. To produce meat which is tender in texture, juicy, of fine aroma, of good color, and best of all, flavorsome when ready to eat

3. Some items which should be included are:
   a. Loss of moisture
   b. Change in color
   c. Fat melts
   d. Protein coagulates
   e. Meat becomes more tender

4. Some items which should be included are:
   a. Meat yields more servings per pound, thus costing less
   b. Meat is juicier, more tender and more flavorsome
   c. Fewer nutrients lost in drippings
   d. Less spatter resulting in easier clean-up

5. a. Lower grade and less tender cuts
   b. Higher grade and tender cuts, and tenderized lower grades and tougher cuts as will a young poultry and fish

6. Any four of the following:
    a. Kind of meat
    b. Cut and its size
    c. Tenderness of meat
    d. Time available for cooking
    e. Degree of doneness preferred
    f. Cooking facilities
7. a. Use low temperatures
    b. Regardless of method, cook meat with great care, for it is an expensive food
    c. Make use of the bones by simmering them for soup; save fat drippings to use in gravies and sauces and as seasonings
    d. Use seasonings and herbs to add interest, but cautiously, so as not to smother the meat flavor
8. a. Roasting
    b. Broiling
    c. Panbroiling
    d. Frying
    e. Braising
    f. Cooking in liquid
9. a
    b
    d
    f
10. a. Roast meats--use a roast meat thermometer
    b. Broiled meats-cut a small slit in the meat and note the color of doneness inside
    c. Braised and water cooked meats--pierce the meat with a sharp- tined fork

11. Evaluated to the satisfaction of the instructor.

12. Evaluated to the satisfaction of the instructor.

13. Evaluated to the satisfaction of the instructor.

14. Evaluated to the satisfaction of the instructor.

YEAST BREADS
UNIT VII

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to discuss characteristics of flour, food value of yeast breads, and purposes of kneading yeast bread. The student should be able to describe the functions of the ingredients, list steps in breadmaking and keys to success in making yeast bread, and demonstrate the ability to make bread. This knowledge will be evidenced by demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with yeast breads to the correct definition.
2. Describe characteristics of four types of flour.
3. List the function(s) of the basic ingredients in yeast breads.
4. Select from a list keys to success in making yeast breads.
5. Name the nutrients found in yeast breads.
6. List six basic breadmaking steps.
7. Discuss the purposes of kneading yeast breads.
8. Demonstrate the ability to:
    a. Make yeast bread.
    b. Evaluate yeast bread.

YEAST BREADS
UNIT VII

SUGGESTED ACTIVITIES

I. Instructor:

  A. Provide students with objective sheet.

  B. Provide students with information sheet.

  C. Provide students with assignment and job sheets.

  D. Make transparencies.

  E. Discuss terminal and specific objectives.

  F. Discuss information sheet.

  G. Discuss assignment and job sheets.

  H. Demonstrate flour making by grinding clean wheat in a blender. Substitute one cup of this flour for one cup of all purpose flour in yeast bread recipe to demonstrate making yeast bread.

  I. Demonstrate kneading and shaping the loaf of bread.

  J. Divide class into pairs of students for using job sheet.

  K. Assist students with evaluation of finished loaf of bread.

  L. Give test.

II. Student:

  A. Read objectives.

  B. Study information sheet.

  C. Complete assignment and job sheets.

  D. Take test.

INSTRUCTIONAL MATERIALS

I. Provided in this unit:

  A. Objectives

  B. Information sheet

C. Transparency masters

1. TM 1--Basic Ingredients

2. TM 2--Keys to Success

3. TM 3--Basic Breadmaking Steps

D. Assignment Sheet #1--Rate Your Bread or Rolls

E. Job Sheet #1--Prepare Rolls or Loaf of White Bread Using Coolrise Method

F. Test

G. Answers to test

II. References:

A. McDermott, Irene E., Mabel B. Trilling, and Florence Williams Nicholas. *Food for Modern Living*. Philadelphia: J. B. Lippincott, Company, 1967.

B. Shank, Dorothy E., Natalie K. Fitch, Pauline A. Chapman, and Mary Suzanne Sickler. *Guide to Modern Meals*. St. Louis, Missouri: Webster Division: McGraw-Hill Book Company, 1970.

C. White, Ruth Bennett. *Food and Your Future*. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1972.

D. Robin Hood Flour and Fleischman's Yeast. *Coolrise Yeast Baking, The Rapid Mix Way*. International Milling, 1968.

E. McDermott, Irene E. and Florence Williams Nicholas. *Homemaking for Teenagers*. Peoria, Illinois: Charles A. Bennett Company, Inc., 1962.

YEAST BREADS
UNIT VII

INFORMATION SHEET

I. Terms and definitions

   A. Gluten--An elastic protein substance in flour which gives the dough body

   B. Yeast--A tiny plant, when placed in warm surroundings with suitable food, carries on its life processes

   C. Kneading--Process of working dough with the hands on a board until it looks smooth and satiny and has little bubbles of carbon dioxide showing under the surface

   D. Fermentation--Process of placing dough in a warm place for a while until it increases in size

   (NOTE: Dough may almost double in size.)

II. Characteristics of different flours

   A. Whole wheat

      1. Retains all the nutrients of whole grain wheat

      2. Nutty flavor

      3. Coarse texture

      4. Dark color

      5. High in gluten

      6. Used primarily for breads

   B. All-purpose

      1. A blend of hard and soft wheat white flours

      2. Used for any purpose

      3. High in gluten

   C. Cake

      1. Made from soft wheat

      2. Low in gluten

INFORMATION SHEET

        3. Very fine texture
        4. Less nourishing than other flours
        5. Usually more expensive than other flours
        6. Used in pastry
    D. Self-rising
        1. All purpose flour
        2. Salt and baking powder are added
        3. May require specific recipes
        4. Used for all purposes where indicated on recipe

III. Functions of basic ingredients (Transparency 1)

    A. Flour
        1. Provides gluten
        2. Provides starch

(NOTE: Gluten and starch swell in the presence of liquid to give structure and volume to bread.)

    B. Liquid
        1. Essential for starch to swell
        2. Essential for gluten to develop

(NOTE: Depending upon liquid used, nutrient value and flavor may be changed.)

    C. Salt
        1. Enhances flavor
        2. Delays the growth of yeast plants in yeast breads
    D. Yeast-Produces carbon dioxide gas which is held in the meshlike structure developed by the gluten

(NOTE: Bread dough needs a warm place in which to rise, so that the yeast may grow and leaven.)

INFORMATION SHEET

E. Fat

1. Gives tenderness
2. Improves the flavor
3. Improves browning

(NOTE: Fat shortens the strands of gluten in the flour, coats the gluten strands, and prevents their holding together. Hence, the name shortening is appropriate.)

F. Egg

1. Improves flavor
2. Improves interior color
3. Develops tender texture and lightness
4. Improves browning
5. Supplements protein

G. Sugar

1. Provides food for the yeast
2. Retards the development of gluten
3. Improves browning
4. Improves flavor

IV. Keys to success in making yeast breads (Transparency 2)

A. Understand the basic ingredients

(NOTE: This enables you to work with confidence.)

B. Use high quality ingredients suited to the purpose, but not necessarily the most expensive

C. Use only a tested recipe and follow it exactly in all basic ingredients, varying the flavoring to suit your individual taste

D. Measure each ingredient accurately and combine ingredients according to directions

INFORMATION SHEET

E. Use the correct equipment for making and baking the product

F. Preheat the oven and be sure that the temperature is accurate

G. Bake the bread only until it is done

V. Food value of yeast breads-Provides nutrients and energy

A. Protein

B. Carbohydrates

C. Vitamins

1. Thiamine
2. Riboflavin
3. Niacin

D. Iron

VI. Basic breadmaking steps (Transparency 3)

A. Mixing

B. Kneading

C. Fermenting (rising)

D. Shaping

E. Baking

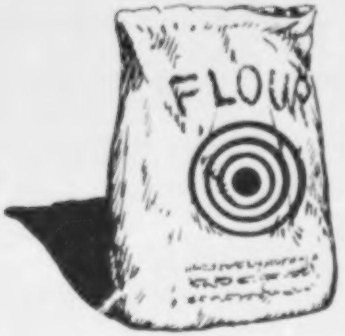
F. Cooling

VII. Purposes of kneading

A. Gives the yeast a better opportunity to start growing and making carbon dioxide than does the mixing process

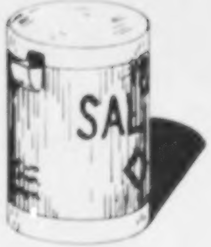
B. Makes the gluten become firmer and more elastic so the dough will withstand the considerable stretching it must undergo and still hold the gas that it formed slowly

Basic Ingredients



Flour

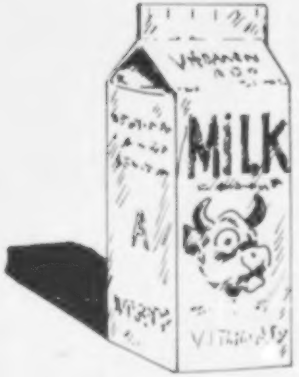
Sugar



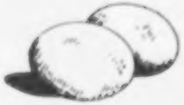
Salt

Fat

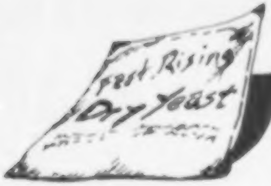
Active
Dry Yeast

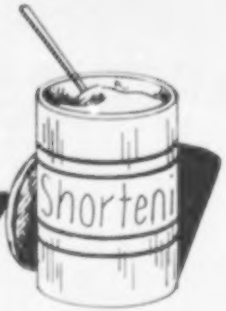


Milk

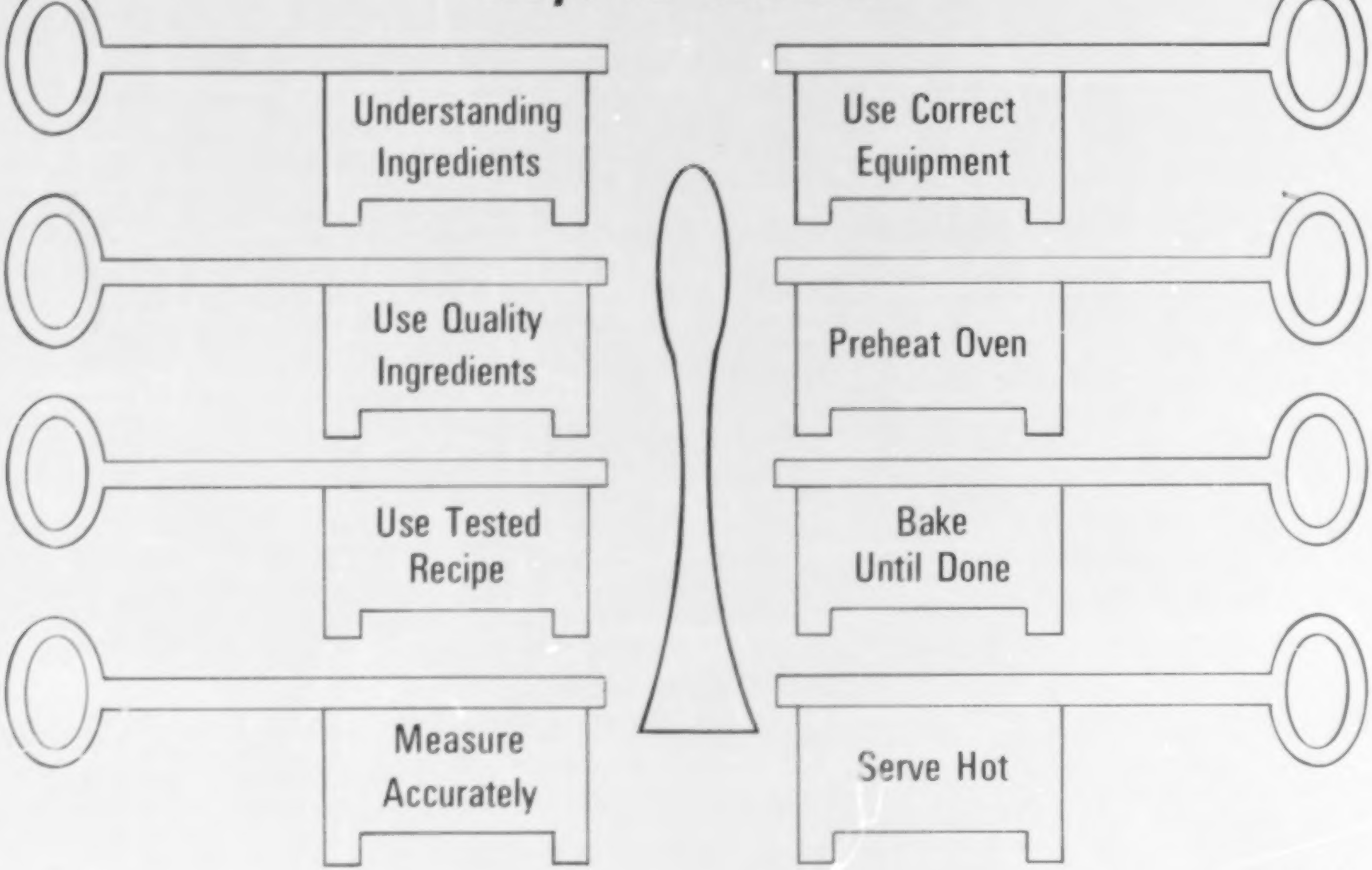


Egg


Fast Rising
Dry Yeast



Keys to Success



Understanding Ingredients

Use Quality Ingredients

Use Tested Recipe

Measure Accurately

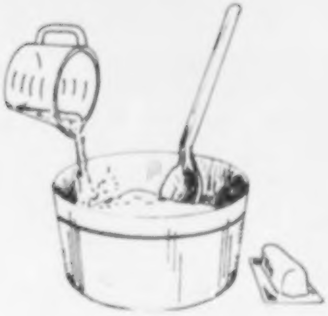
Use Correct Equipment

Preheat Oven

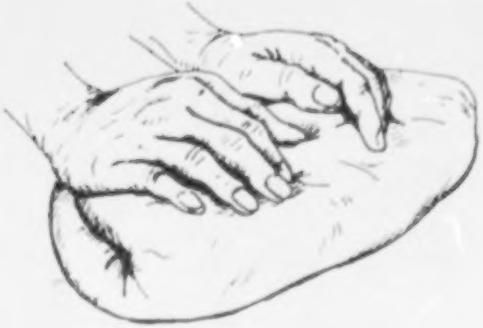
Bake Until Done

Serve Hot

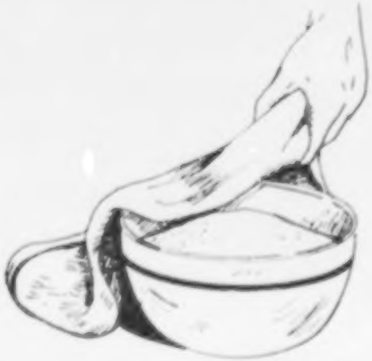
Basic Breadmaking Steps



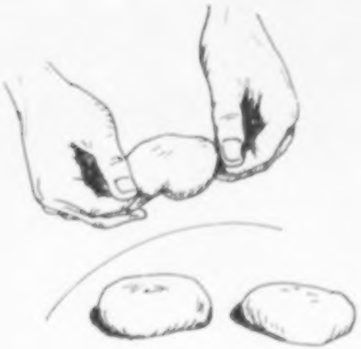
Mixing



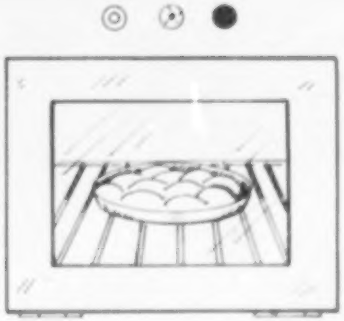
Kneading



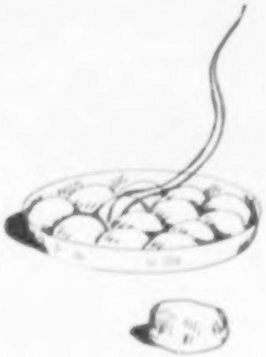
Fermenting



Shaping



Baking



Cooling

TM 3

H.E. II - 169-E

YEAST BREADS
UNIT VII

ASSIGNMENT SHEET #1--RATE YOUR BREAD OR ROLLS

Rate the characteristics of your rolls or loaf of white bread as follows:

Excellent	5 points
Good	3 points
Fair	1 point

Volume	Compare size to weight; bread should be light but not airy for its size	____
Shape	Well-rounded and symmetrical, an even, well-defined division between top and side	____
Crust	Smooth, even golden-brown; side crust slightly lighter than top	____
Crumb color	Uniform creamy-white, no dark or light streaks	____
Texture	Tender and soft, not crumbly or doughy	____
Grain	Uniform fine to medium-size cells, no large air bubbles	____
Flavor	Mild yeast flavor, delicate, pleasing	____
	My score	____
	Best possible score	35

YEAST BREADS
UNIT VII

JOB SHEET #1--PREPARE ROLLS OR LOAF OF WHITE BREAD USING COOLRISE METHOD

I. Supplies

- A. 5 1/2 - 6 1/2 cups flour
- B. 2 packages dry yeast
- C. 2 tablespoons sugar
- D. 1 tablespoon salt*
- E. 1/4 cup (1/2 stick) soft margarine
- F. 2 1/4 cups very hot tap water
- G. Cooking oil

II. Equipment

- A. Measuring cups and spoons
- B. Knife
- C. Wax paper
- D. Large bowl
- E. Wooden spoon
- F. Liquid measuring cup
- G. Electric mixer
- H. Rubber spatula
- I. Floured board
- J. Plastic wrap
- K. Towel
- L. Bread pan for loaf (8 1/2 x 4 1/2 x 2 5/8 inch for best results) or 8 or 9 inch square pan for rolls

*If self-rising flour is used, omit salt

JOB SHEET #1

M. Pastry brush

N. Oiled toothpick

O. Cooling rack

III. Procedure

A. Spoon flour into dry measuring cup

B. Level off with knife and pour measured flour onto wax paper

C. Combine two cups flour, undissolved yeast, sugar, and salt in large bowl; stir well to blend

D. Add soft margarine

E. Add hot tap water to ingredients in bowl all at once

F. Beat with electric mixer at medium speed for two minutes

G. Scrape sides of bowl occasionally

H. Add one cup flour

I. Beat with electric mixer at high speed for one minute or until thick and elastic; scrape sides of bowl occasionally

J. Stir in remaining flour gradually with wooden spoon; use just enough flour to make a soft dough which leaves sides of bowl

K. Turn out onto floured board

L. Round up into a ball

M. Divide dough into two equal portions (one portion per student)

N. Knead five to ten minutes or until dough is smooth and elastic

O. Cover with plastic wrap then a towel

P. Let rest for 15 to 20 minutes on board

Q. Punch down

R. Shape each portion into loaf or rolls

S. Place in greased pan

T. Brush surface of dough with oil

JOB SHEET #1

U. Cover pan loosely with oiled wax paper then plastic wrap

V. Refrigerate two to 48 hours at moderately cold setting

W. When ready to bake, remove from refrigerator

X. Uncover

Y. Let stand for ten minutes

Z. Preheat oven to 400 degrees

AA. Puncture any surface bubbles with oiled toothpick just before baking

BB. Bake for 35-40 minutes or until done

(NOTE: Bake on a lower oven rack position for best results.)

CC. Remove from pan immediately

DD. Brush top crust with margarine if desired

EE. Cool on rack

YEAST BREADS
UNIT VII

TEST

1. Match the terms on the right to the correct definition.

_____a. Process of working dough with the hands on a board until it looks smooth and satiny and has little bubbles of carbon dioxide showing under the surface

_____b. Process of placing dough in a warm place for a while until it increases in size

_____c. An elastic protein substance in flour which gives the dough body

_____d. A tiny plant, when placed in warm surroundings with suitable food, carries on its life processes

1. Fermentation
2. Yeast
3. Gluten
4. Kneading

2. Describe the characteristics of four types of flour.

   a. Whole wheat

   b. All-purpose

   c. Cake

   d. Self-rising

3. List the functions of the basic ingredients in yeast breads.

   a. Flour

   b. Liquid

   c. Salt

   d. Yeast

   e. Fat

   f. Egg

   g. Sugar

4. Select and place an "X" to the left of keys to success in making yeast breads.

_____a. Understand the basic ingredients

_____b. Use high quality ingredients suited to the purpose, but not necessarily the most expensive

_____c. Use only a tested recipe and follow it exactly in all basic ingredients, varying the flavoring to suit your individual taste

_____d. Measure each ingredient accurately and combine ingredients according to directions

_____e. Use the correct equipment for making and baking the product

_____f. Bake the bread only until it is done

_____g. Preheat the oven and be sure that the temperature is accurate

5. Name five nutrients found in yeast breads.

6. List six basic breadmaking steps.

a.

b.

c.

d.

e.

f.

7. Discuss the purposes of kneading yeast breads.

8. Demonstrate the ability to:

a. Make yeast bread.

b. Evaluate yeast bread.

(NOTE: If this has not been accomplished prior to the test, ask your instructor when the above activities should be completed.)

YEAST BREADS
UNIT VII

ANSWERS TO TEST

1. a. 4
   b. 1
   c. 3
   d. 2
2. a. Whole wheat
      1) Retains all the nutrients of whole grain wheat
      2) Nutty flavor
      3) Coarse texture
      4) Dark color
      5) High in gluten
      6) Used primarily for breads
   b. All-purpose
      1) A blend of hard and soft wheat white flours
      2) Used for any purpose
      3) High in gluten
   c. Cake
      1) Made from soft wheat
      2) Low in gluten
      3) Very fine texture
      4) Less nourishing than other flours
      5) Usually more expensive than other flours
      6) Used in pastry
   d. Self-rising
      1) All purpose flour
      2) Salt and baking powder are added

    3) May require specific recipes
    4) Used for all purposes where indicated on recipe

3. a. Flour
    1) Provides gluten
    2) Provides starch

   b. Liquid
    1) Essential for starch to swell
    2) Essential for gluten to develop

   c. Salt
    1) Enhances flavor
    2) Delays the growth of yeast plants in yeast breads

   d. Yeast-Produces carbon dioxide gas which is held in the meshlike structure developed by the gluten

   e. Fat
    1) Gives tenderness
    2) Improves the flavor
    3) Improves browning

   f. Egg
    1) Improves flavor
    2) Improves interior color
    3) Develops tender texture and lightness
    4) Improves browning
    5) Supplements protein

   g. Sugar
    1) Provides food for the yeast
    2) Retards the development of gluten
    3) Improves browning
    4) Improves flavor

4. a
   b
   c
   d
   e
   f
   g
5. a. Protein
   b. Carbohydrates
   c. Vitamins
      1) Thiamine
      2) Riboflavin
      3) Niacin
   d. Iron
6. a. Mixing
   b. Kneading
   c. Fermenting (rising)
   d. Shaping
   e. Baking
   f. Cooling
7. a. Gives the yeast a better opportunity to start growing and making carbon dioxide than does the mixing process
   b. Makes the gluten become firmer and more elastic so the dough will withstand the considerable stretching it must undergo and still hold the gas that it formed slowly
8. Evaluated to the satisfaction of the instructor.

PASTRY
UNIT VIII

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to select basic ingredients used in pastries, an appropriate temperature for baking pastry, and the type of flour most commonly used. The student should be able to list kinds of pastry and types of pie pans to use, discuss desirable characteristics, and prepare and evaluate pastry. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with pastries to the correct definition.
2. Select four basic ingredients used in plain pastry dough.
3. Write one general rule for making basic pastry.
4. Name three methods of cutting shortening into flour.
5. Select an appropriate temperature for baking pastry and describe two reasons for selection of this temperature.
6. List three types of pastry products.
7. Select the type of flour most commonly used in making pastry.
8. List appropriate types of pie pans to use when baking pastry.
9. Discuss desirable characteristics of pastry.
10. Match poor characteristics of pastry to their causes.
11. Compare the cost of purchasing and preparing an apple pie.
12. Demonstrate the ability to:
    a. Prepare pastry.
    b. Evaluate pastry.

PASTRY
UNIT VIII

SUGGESTED ACTIVITIES

I. Instructor:

   A. Provide students with objective sheet.

   B. Provide students with information sheet.

   C. Provide students with assignment and job sheets.

   D. Make transparencies.

   E. Discuss terminal and specific objectives.

   F. Discuss information sheet.

   G. Discuss assignment and job sheets.

   H. Give demonstration on making pastry.

   I. Buy supplies necessary for pastry preparation.

   J. Divide students into groups if preparation is to be done in groups.

   (NOTE: This depends upon the teacher and each school's individual situation.)

   K. Assist students with evaluation of finished product.

   L. Make arrangements for field trip to grocery store to compare prices.

   M. Give test.

II. Student:

   A. Read objectives.

   B. Study information sheet.

   C. Complete assignment and job sheets.

   D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

   A. Objectives

   B. Information sheet

C. Transparency masters

1. TM 1--Basic Ingredients

2. TM 2--Kinds of Pastry

D. Assignment sheets

1. Assignment Sheet #1--Compare Purchasing and Baking of Apple Pie

2. Assignment Sheet #2--Rate Your Pastry

E. Job Sheet #1--Prepare Apple Pie

F. Test

G. Answers to test

II. References:

A. McDermott, Irene E., Mabel B. Trilling, and Florence Williams Nicholas. *Food for Modern Living.* Philadelphia, Pennsylvania: J. B. Lippincott Company, 1967.

B. Shank, Dorothy E., Natalie K. Fitch, Pauline A. Chapman, and Mary Suzanne Sickler. *Guide to Modern Meals.* St. Louis, Missouri: Webster Division, McGraw-Hill Book Company, 1970.

C. General Mills. *"Easy As Pie" Pastry.*

PASTRY
UNIT VIII

INFORMATION SHEET

I. Terms and definitions

   A. Pastry--Another term for pie crust

   B. Tarts--One or two crust pies which are individual servings

   C. Turnovers--A filled pastry made by turning half of the crust over the other half

   D. Flute--A standing rim around the edge of pie which provides attractiveness and prevents spillage

II. Basic ingredients (Transparency 1)

   A. Flour

   B. Fat

   C. Salt

   D. Water

III. General rule for making pastry--Use 1/3 cup of cold shortening per cup of flour

IV. Methods of cutting in shortening

   A. Pastry blender

   B. Two knives

   C. Fork

V. Appropriate temperature for baking pastry

   A. 400-425° F

   B. Reasons

      1. When baked at too low a temperature, the crust may shrink and lose shape

      2. When baked at too high a temperature, the edges burn before the center of the shell is baked

INFORMATION SHEET

VI. Types of pastry (Transparency 2)

- A. Pies
  - 1. One crust
  - 2. Two crust
- B. Tarts
- C. Turnovers

VII. Flour most commonly used in making pastry--All purpose flour

VIII. Appropriate pie pans to use

- A. Glass

  (NOTE: Use with low temperature.)
- B. Enamel ware
- C. Darkened
- D. Aluminum with dull finish

(NOTE: Never use shiny pans, because they reflect the heat resulting in soggy, soaked undercrusts.)

IX. Desirable characteristics of pastry

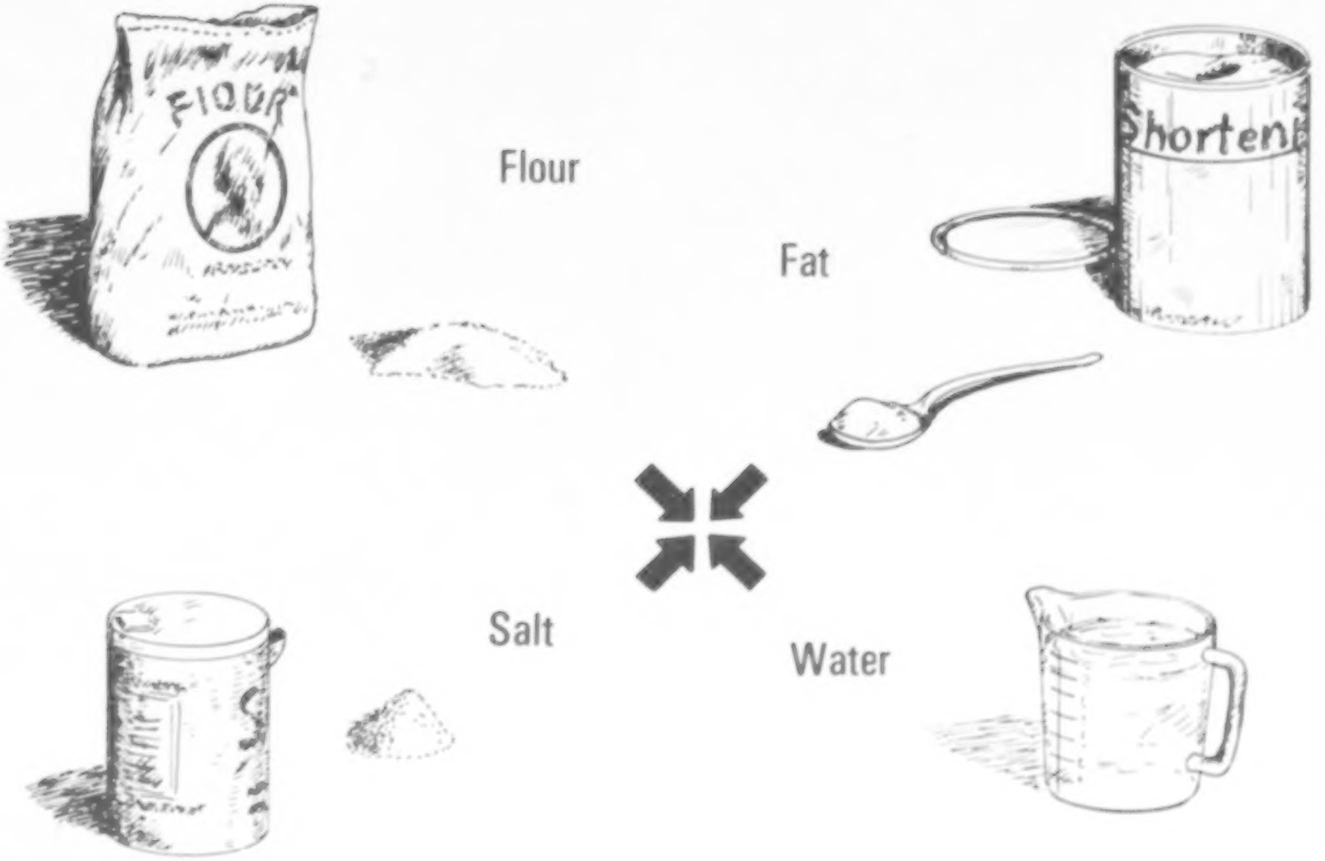
- A. Appearance
  - 1. Golden brown color
  - 2. Blistery surface
  - 3. Uniform attractive edges
- B. Tenderness
  - 1. Cuts easily
  - 2. Holds shape when served
- C. Texture
  - 1. Flakes layered throughout crust
  - 2. Crisp eating
- D. Flavor-Pleasant, bland flavor to enhance filling

INFORMATION SHEET

X. Poor characteristics and their causes

	Poor Characteristics		Causes
A.	Burned	1.	Overbaked
B.	Pale, dull color	2.	Underbaked Wrong pan
C.	Smooth, not blistery surface	3.	Overhandled Too much flour when rolled
D.	Uneven edge	4.	Crust not rolled in even circle Not carefully shaped
E.	Shrunken	5.	Crust stretched when placed in pan
F.	Large air bubbles	6.	Not pricked well enough
G.	Tough, rubbery	7.	Too much liquid Overhandled
H.	Too tender, falls apart	8.	Undermixed Not enough liquid Too much shortening
I.	Compact, doughy	9.	Underbaked Too much liquid
J.	Dry, mealy	10.	Shortening cut in too finely Not enough liquid
K.	Rancid	11.	Poor quality shortening Overbaked
L.	Raw	12.	Underbaked

Basic Ingredients


FLOUR
Shorten

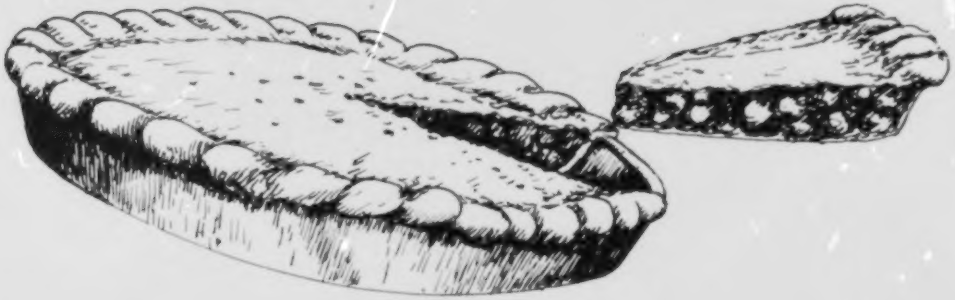
Flour

Fat

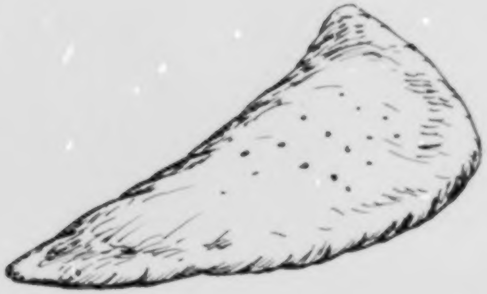
Salt

Water

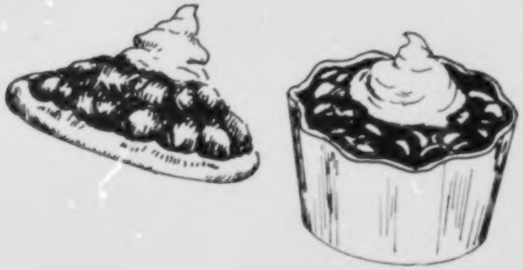
Kinds of Pastry



Pies



Turnovers



Tarts

PASTRY
UNIT VIII

ASSIGNMENT SHEET #1--COMPARE PURCHASING AND BAKING OF APPLE PIE

Determine the feasibility of purchasing pastries as compared to baking them by answering the following questions after visiting a grocery store for observation.

1. In how many different forms can apples be purchased? List.

2. What is the cost of each? (Give costs of amounts needed to prepare an apple pie.)

3. What is the approximate cost of the apple pie prepared in Job Sheet #1? (Costs of ingredients will need to be determined.)

4. What is the cost of a frozen apple pie? A bakery apple pie?

5. How do these prices compare to the cost of making your own pie?

6. What other comparisons can you make? (Examples are taste, appearance, size, etc.) Explain.

PASTRY
UNIT VIII

ASSIGNMENT SHEET #2--RATE YOUR PASTRY

Rate the characteristics of your pastry as follows:

Excellent	5 points
Good	3 points
Fair	1 point

Appearance	Golden brown color; blistery surface; uniform, attractive edges; fits pan well	____
Tenderness	Cuts easily with table knife or fork but holds shape when served	____
Texture	Flakes layered throughout crust; crisp eating	____
Flavor	Pleasant, bland flavor to enhance the filling	____

My score ____

Best possible score 20

PASTRY
UNIT VIII

JOB SHEET #1--PREPARE APPLE PIE

I. Supplies

- A. 1 1/2 cups flour
- B. 3/4 teaspoon salt
- C. 1/2 cup plus 2 tablespoons shortening
- D. 3 tablespoons water
- E. 4 to 5 cups sliced apples
- F. 1/2 to 3/4 cup sugar
- G. 3/4 teaspoon cinnamon
- H. 1 tablespoon butter

II. Equipment

- A. Eight inch pie pan
- B. Mixing bowl
- C. Pastry blender
- D. Tablespoon
- E. Measuring cups
- F. Measuring spoons
- G. Liquid measuring cup
- H. Fork
- I. Floured board
- J. Rolling pin

III. Procedure

- A. Stir 1 1/2 cups flour and 3/4 teaspoon salt together in mixing bowl
- B. With pastry blender, cut in 1/2 cup plus 2 tablespoons shortening thoroughly

  (NOTE: Particles should be size of tiny peas.)
- C. Sprinkle 3 tablespoons water into flour, a tablespoon at a time

JOB SHEET #1

D. Mix lightly with a fork after each tablespoon of water until all flour is moistened

E. Mix dough thoroughly until it cleans the sides of the bowl

F. Gather the dough together with your hands and press firmly into a ball

(NOTE: If dough does not hold together, 1 to 2 teaspoons water may be added one at a time.)

G. Divide dough in half

H. Place half of dough on floured board

I. With rolling pin, roll from center edges in all directions

(NOTE: If edges begin to break, pinch together.)

J. Roll pastry until it is about 1 1/2 inch larger all around than inverted pie pan

K. Fold pastry in half

L. Transfer to pie pan

M. Unfold

N. To prevent stretching, ease pastry gently into pan and press toward center of pan with fingertips

(NOTE: Stretching causes shrinkage during baking.)

O. Combine sugar and cinnamon

P. Mix lightly with apples

Q. Pour into pastry lined pie pan

R. Dot with butter

S. Roll out top crust

T. Cut slits in top crust

U. Cover apples with top crust

V. Seal

W. Flute edge of pie

X. Bake 50 to 60 minutes at 425°

(NOTE: When done, crust should be nicely browned, apples cooked through.)

PASTRY
UNIT VIII

TEST

1. Match the terms on the right to the correct definition.

    ______a. One or two crust pies which are individual servings

    ______b. A standing rim around the edge of pie which provides attractiveness and prevents spillage

    ______c. Another term for pie crust

    ______d. A filled pastry made by turning half of the crust over the other half

    1. Flute
    2. Turnovers
    3. Tarts
    4. Pastry

2. Select four basic ingredients used in plain pastry dough by placing an "X" to the left of the correct ingredient.

    ______a. Baking powder

    ______b. Salt

    ______c. Milk

    ______d. Fat

    ______e. Sugar

    ______f. Flour

    ______g. Water

    ______h. Vanilla

3. Write one general rule for making basic pastry.

4. Name three methods of cutting shortening into flour.

    a.

    b.

    c.

5. In (a) select and place an "X" in front of the appropriate temperature for baking pastry from the list below and (b) describe two reasons for selection of this temperature.

   a. ______1) 325-350° F

   ______2) 375-400° F

   ______3) 400-425° F

   ______4) 450-500° F

   b. 1)

   2)

6. List three types of pastry.

   a.

   b.

   c.

7. Select and place an "X" in front of the type of flour most commonly used in making pastry.

   ______a. Whole wheat

   ______b. Self-rising

   ______c. All-purpose

8. List four appropriate types of pie pans to use when baking pastry.

   a.

   b.

   c.

   d.

9. Discuss desirable characteristics of pastry.

10. Match the poor characteristics of pastry on the right to their causes on the left. The characteristics may be used more than once.

_____a. Too much shortening
_____b. Too much flour when rolled
_____c. Underbaked
_____d. Poor quality shortening
_____e. Not carefully shaped
_____f. Overbaked
_____g. Wrong pan
_____h. Crust stretched when placed in pan
_____i. Too much liquid
_____j. Overhandled

1. Pale, dull color
2. Rancid
3. Compact, doughy
4. Tough, rubbery
5. Raw
6. Burned
7. Too tender, falls apart
8. Uneven edge
9. Smooth, not blistery surface
10. Shrunken

11. Compare the cost of purchasing and preparing an apple pie.

12. Demonstrate the ability to:

a. Prepare pastry.

b. Evaluate pastry.

(NOTE: If this has not been accomplished prior to the test, ask your instructor when the above activities should be completed.)

PASTRY
UNIT VIII

ANSWERS TO TEST

1. a. 3
   b. i
   c. 4
   d. 2
2. b
   d
   f
   g
3. Use 1/3 cup of cold shortening per cup of flour
4. a. Pastry blender
   b. Two knives
   c. Fork
5. a. 3)
   b. 1) When baked at too low a temperature, the crust may shrink and lose shape
      2) When baked at too high a temperature, the edges burn before the center of the shell is baked
6. a. Pies
   b. Tarts
   c. Turnovers
7. c
8. a. Glass
   b. Enamel ware
   c. Darkened
   d. Aluminum with dull finish

9. Discussion should include:
   a. Appearance
      1) Golden brown color
      2) Blistery surface
      3) Uniform attractive edges
   b. Tenderness
      1) Cuts easily
      2) Holds shape when served
   c. Texture
      1) Flakes layered throughout crust
      2) Crisp eating
   d. Flavor--Pleasant, bland flavor to enhance filling

10. a. 7
    b. 9
    c. 1, 3, 5
    d. 2
    e. 8
    f. 2, 6
    g. 1
    h. 10
    i. 3, 4
    j. 4, 9

11. and 12. Evaluated to the satisfaction of the instructor.

SELECTION OF HOUSING AND HOME FURNISHINGS
UNIT I

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to match stages of the family life cycle to their values, name factors to consider in planning a home, and name the advantages and disadvantages of leasing and owning a home. The student should be able to distinguish between flexible and fixed expenses, name basic pieces of furniture and their uses, and determine the feasibility of leasing or purchasing a home when given a family situation. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with selection of housing and home furnishings to the correct definition.
2. Match stages of the family life cycle to the values which are important to each.
3. Name six factors to consider in planning a home.
4. Name two advantages and disadvantages of leasing a home.
5. Name two advantages and disadvantages of owning a home.
6. Name two sources to use in locating a home for purchase.
7. Name three questions to ask prior to purchasing a home.
8. Distinguish between flexible and fixed expenses.
9. Name the four basic pieces of furniture needed by man.
10. Select three basic uses of home furnishings from a list of alternatives.
11. Collect information concerning leasing and purchasing of a home from various media and from this information determine the feasibility of leasing versus purchasing when given a family situation.

SELECTION OF HOUSING AND HOME FURNISHINGS
UNIT I

SUGGESTED ACTIVITIES

I. Instructor:

   A. Provide students with objective sheet.

   B. Provide students with information and assignment sheets.

   C. Make transparencies.

   D. Discuss terminal and specific objectives.

   E. Discuss information and assignment sheets.

   F. Assist students in collecting information about leasing and purchasing a home in the community.

   G. Give test.

II. Student:

   A. Read objectives.

   B. Study information sheet.

   C. Complete assignment sheet.

   D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

   A. Objectives

   B. Information sheet

   C. Transparency masters

      1. TM 1--Stages of the Family Life Cycle

      2. TM 2--Factors to Consider in Planning a Home

      3. TM 3--Basic Pieces of Furniture

D. Assignment Sheet #1--Collect Information Concerning Leasing and Purchasing

E. Test

F. Answers to test

II. References:

A. Craig, Hazel Thompson. *Homes with Character.* Lexington, Massachusetts: D. C. Heath and Company, 1970.

B. Morton, Ruth. *The Home: Its Furnishings and Equipment.* New York: Webster Division, McGraw-Hill Book Company, 1970.

SELECTION OF HOUSING AND HOME FURNISHINGS
UNIT I

INFORMATION SHEET

I. Terms and definitions

   A. Value--A combination of an individual's ideals, attitudes, goals, and tastes

   B. Physical mobility--Moving from one place to another

   C. Social mobility--Striving to improve social status

   (NOTE: Physical mobility frequently accompanies social mobility.)

   D. Fixed expenses--Expenditures that vary little from month to month or year to year

   E. Flexible expenses--Expenditures that vary greatly over a period of time

   F. Equity--The money value of a property or of an interest in a property in excess of claims against it

II. Stages of the family life cycle and the values which are important to each (Transparency 1)

   A. Newlyweds--Economy

   B. Beginning family

      1. Health

      2. Safety

      3. Comfort

   (NOTE: This is a period when friendships and personal interests are also important, although there may be very little time left for these values.)

   C. Expanding family

      1. Health of children

      2. Safety

      3. Friendships

      4. Beauty

      5. Privacy

      6. Location

INFORMATION SHEET

- D. Launching family
    1. Privacy
    2. Personal interests
    3. Friendships
    4. Beauty
    5. Location
- E. Later years
    1. Health
    2. Economy
    3. Comfort
    4. Friendships
    5. Personal interests

III. Factors to consider in planning a home (Transparency 2)

- A. Finance
- B. Environment
- C. Family size
- D. Personal preference

  (NOTE: Personal preferences may change as maturation takes place.)
- E. Family mobility
- F. Handicaps

IV. Advantages and disadvantages of leasing a home

- A. Advantages
    1. No down payment needed
    2. Temporary location (Greater mobility)
    3. Do not have to pay property tax or insurance on home
    4. Free of many responsibilities in maintaining the house

INFORMATION SHEET

B. Disadvantages

   1. Not accumulating an equity in the home
   2. Major alterations cannot be made to the home
   3. Renters may not have feeling of independence in regard to housing

V. Advantages and disadvantages of owning a home

A. Advantages

   1. Gives feeling of security
   2. Gives feeling of independence
   3. Equity in the home is accumulated
   4. Regular payments sometimes lower than rent costs
   5. May have more available space (inside and outside)
   6. May be altered to fit personal desires

B. Disadvantages

   1. Have responsibility for maintaining the home
   2. Less free to move
   3. Will have to pay extra costs such as insurance and property taxes

VI. Sources to use in locating a home for purchase

A. Realtors

B. Newspaper advertising

C. Word of mouth

VII. Questions to ask prior to purchasing a home

A. What is the cost of the home?

B. How large is the down payment?

C. What is the total cost of insurance and taxes?

D. How large are the monthly payments?

INFORMATION SHEET

E. What percent of interest will have to be paid?

F. What is the age of the house and appliances?

G. What is the zoning code of the area?

H. What are legal aspects of the contracts?

VIII. Flexible and fixed expenses

A. Flexible

1. Food
2. Clothing
3. New furnishings
4. Health expenses
5. Education
6. Car expenses
7. Recreation
8. Charitable gifts
9. Personal expenses
10. House maintenance and miscellaneous expenses

B. Fixed

1. Housing
   - a. Rent
   - b. Home-Mortgage payments
   - c. Taxes
   - d. Insurance
2. Car payments
3. Interest on borrowed money
4. Public utility bills
5. Transportation related to employment
6. Church and club contributions

INFORMATION SHEET

IX. Basic pieces of furniture needed by man (Transparency 3)

   A. Place to lie down--A bed

   B. Place to sit down--A chair

   C. Place in which to store belongings--A chest

   D. Surface on which to eat or work--A table

X. Basic uses of home furnishings

   A. To provide security

   B. To provide comfort

   C. To encourage personal growth

      1. Stimulate study

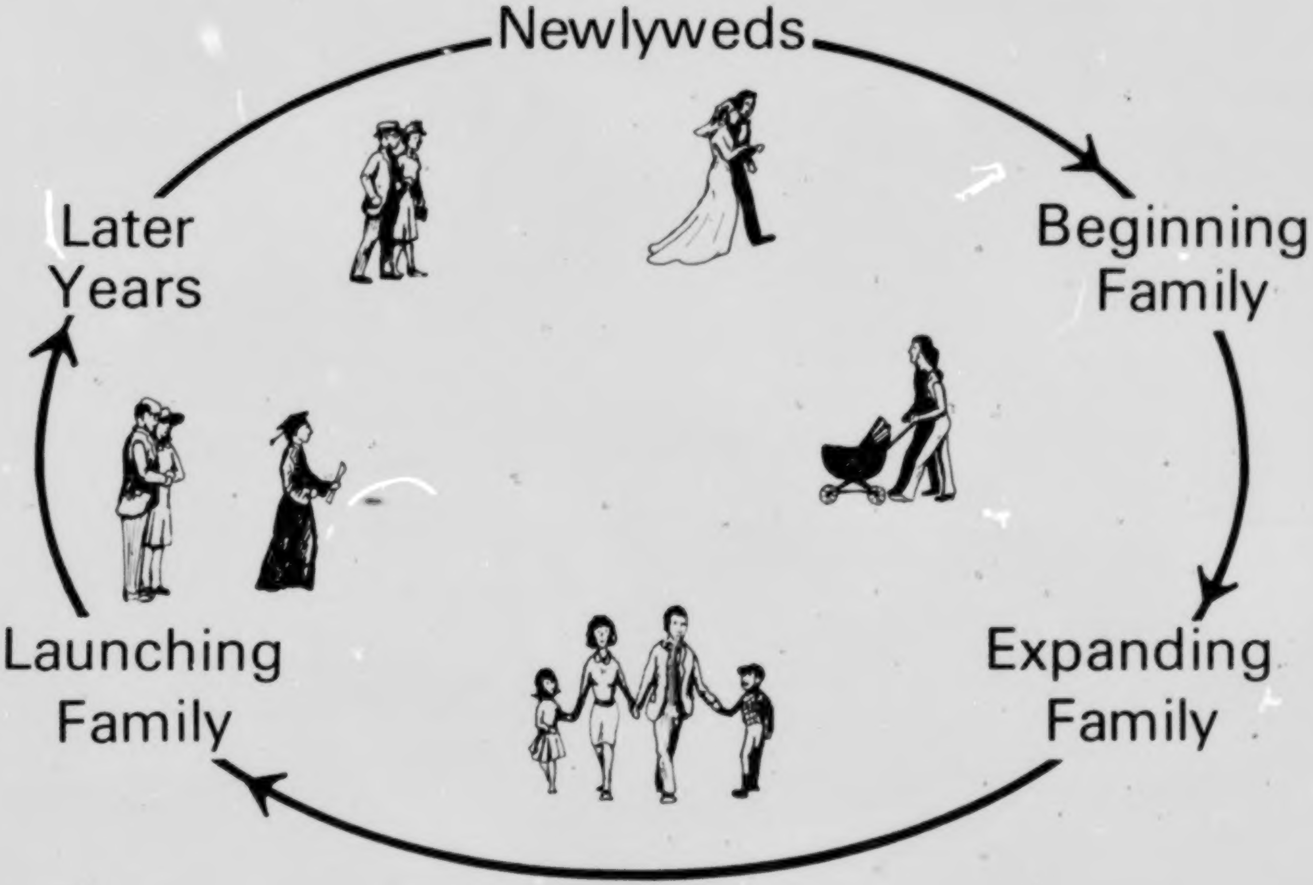
      2. Encourage creativity

      3. Perpetuate cultural interests

   D. To provide esthetic value

   E. To provide personal satisfaction

Stages of the Family Life Cycle



Newlyweds

Beginning Family

Expanding Family

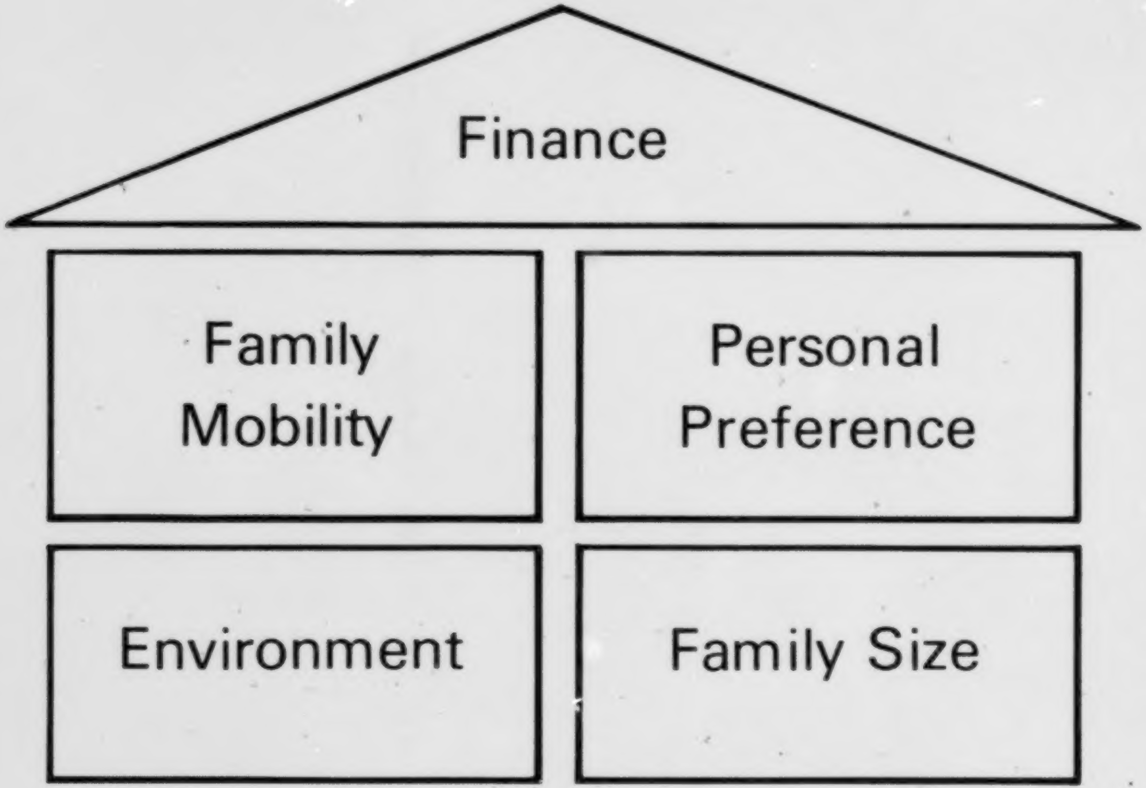
Launching Family

Later Years

TM 1

H.E. II - 11-F

Factors to Consider in Planning a Home



Finance

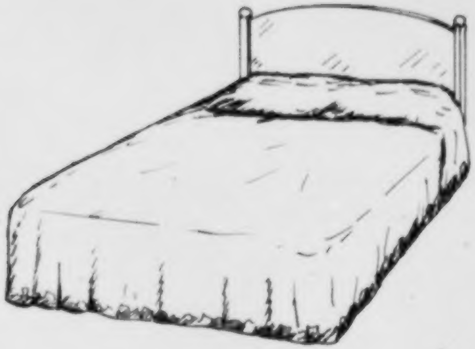
Family Mobility

Personal Preference

Environment

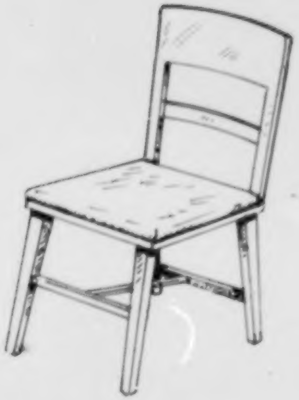
Family Size

Basic Pieces of Furniture



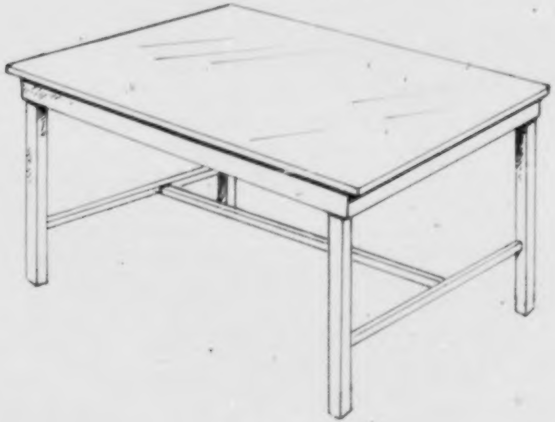
Bed

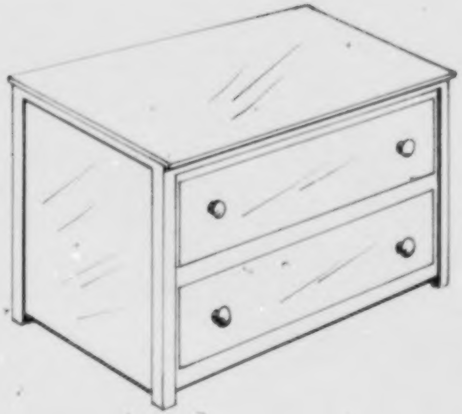
Chair



Table

Chest





SELECTION OF HOUSING AND HOME FURNISHINGS
UNIT I

ASSIGNMENT SHEET #1-COLLECT INFORMATION CONCERNING LEASING AND PURCHASING

Collect information concerning leasing and purchasing of a home from various media such as newspaper advertising and realtors. Assume that you and your spouse must find a new place of residence and have an annual income of $8,000. Would it be more feasible at this time and in your community for you to lease or purchase a home? Why?

SELECTION OF HOUSING AND HOME FURNISHINGS
UNIT I

TEST

1. Match the following terms to the correct definitions.

_____a. A combination of an individuals's ideals, attitudes, goals, and tastes

_____b. Expenditures that vary greatly over a period of time

_____c. Expenditures that vary little from month to month or year to year

_____d. Moving from one place to another

_____e. The money value of a property or of an interest in a property in excess of claims against it

_____f. Striving to improve social status

1. Fixed expenses
2. Physical mobility
3. Value
4. Social mobility
5. Equity
6. Flexible expenses

2. Match the stages of the family life cycle to the values which are important to each. More than one stage may be used for each answer.

__________a. Privacy

__________b. Economy

__________c. Friendships

__________d. Comfort

__________e. Beauty

1. Newlyweds
2. Beginning family
3. Expanding family
4. Launching family
5. Later years

3. Name six factors to consider in planning a home.

a.

b.

c.

d.

e.

f.

4. Name two advantages and two disadvantages of leasing a home.
   - a. Advantages
     - 1.
     - 2.
   - b. Disadvantages
     - 1.
     - 2.

5. Name two advantages and two disadvantages of owning a home.
   - a. Advantages
     - 1.
     - 2.
   - b. Disadvantages
     - 1.
     - 2.

6. Name two sources to use in locating a home for purchase.
   - a.
   - b.

7. Name three questions to ask prior to purchasing a home.
   - a.
   - b.
   - c.

8. Distinguish between the following flexible expenses and fixed expenses by placing an "X" to the left of the flexible and an "O" to the left of the fixed.

______a. Recreation

______b. Clothing

______c. Rent

______d. Education

______e. Taxes

______f. Car payments

_____g. Public utility bills

_____h. Food

_____i. New furnishings

_____j. Church and club contributions

9. Name the four basic pieces of furniture needed by man.

a.

b.

c.

d.

10. Select and place an "X" to the left of three basic uses of home furnishings.

_____a. To provide comfort

_____b. To encourage personal growth

_____c. To indicate success

_____d. To present a favorable impression

_____e. To provide security

_____f. To indicate value

11. Collect information concerning leasing and purchasing of a home from various media and from this information determine the feasibility of leasing versus purchasing when given a family situation.

(NOTE: If this has not been accomplished prior to the test, ask your instructor when the above activity should be completed.)

SELECTION OF HOUSING AND HOME FURNISHINGS
UNIT I

ANSWERS TO TEST

1. a. 3
   b. 6
   c. 1
   d. 2
   e. 5
   f. 4
2. a. 3, 4
   b. 1, 5
   c. 3, 4, 5
   d. 2, 5
   e. 3, 4
3. a. Finance
   b. Environment
   c. Family size
   d. Personal preference
   e. Family mobility
   f. Handicaps
4. a. Any two of the following:
      1. No down payment needed
      2. Temporary location (Greater mobility)
      3. Do not have to pay property tax or insurance on home
      4. Free of many responsibilities in maintaining the house

b. Any two of the following:
    1. Not accumulating an equity in the home
    2. Major alterations cannot be made to the home
    3. Renters may not have feeling of independence in regard to housing

5. a. Any two of the following:
    1. Gives feeling of security
    2. Gives feeling of independence
    3. Equity in the home is accumulated
    4. Regular payments sometimes lower than rent costs
    5. May have more available space (inside and outside)
    6. May be altered to fit personal desires

   b. Any two of the following:
    1. Have responsibility for maintaining the home
    2. Less free to move
    3. Will have to pay extra costs such as insurance and property taxes

6. Any two of the following:
    a. Realtors
    b. Newspaper advertising
    c. Word of mouth

7. Any three of the following:
    a. What is the cost of the home?
    b. How large is the down payment?
    c. What is the total cost of insurance and taxes?
    d. How large are the monthly payments?
    e. What percent of interest will have to be paid?
    f. What is the age of the house and appliances?
    g. What is the zoning code of the area?
    h. What are legal aspects of the contracts?

8. a. X
   b. X
   c. O
   d. X
   e. O
   f. O
   g. O
   h. X
   i. X
   j. O

9. a. Bed
   b. Chair
   c. Chest
   d. Table

10. a
    b
    e

11. Evaluated to the satisfaction of the instructor.

ROOM ARRANGEMENT
UNIT II

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to name elements and principles of design, list guidelines in furniture arrangement, and identify basic arrangements of kitchens. The student should be able to identify kinds of lighting, discuss lighting needs and draw a simple house plan including furniture. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with room arrangement to the correct definition.
2. Name the elements of design.
3. Name five principles of design.
4. Discuss line in relation to the elements and principles of design.
5. List guidelines which can be used in arrangement of furniture.
6. Name the three kitchen appliances which form the work triangle.
7. Identify four basic arrangements of kitchens used to accommodate the work triangle.
8. Name three main areas of kitchens.
9. Identify five kinds of lighting.
10. Name three basic functions of artificial lighting.
11. Discuss lighting needs for various parts of the home.
12. Draw to scale a simple floor plan of a house including arrangement of furniture.

ROOM ARRANGEMENT
UNIT II

SUGGESTED ACTIVITIES

I. Instructor:

  A. Provide students with objective sheet.

  B. Provide students with information and assignment sheets.

  C. Make transparencies.

  D. Discuss terminal and specific objectives.

  E. Discuss information and assignment sheets.

  F. Assist students in drawing to scale a houseplan including furniture.

  G. Give test.

II. Student:

  A. Read objectives.

  B. Study information sheet.

  C. Complete each assignment sheet.

  D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

  A. Objectives

  B. Information sheet

  C. Transparency masters

    1. TM 1--Balance

    2. TM 2--Proportion

    3. TM 3--Rhythm

    4. TM 4--Emphasis

   5. TM 5--Harmony
   6. TM 6--Use of Vertical, Horizontal and Curved Lines
   7. TM 7--Work Triangle
   8. TM 8--Four Basic Kitchen Layouts
   9. TM 9--Main Areas of Kitchens
   10. TM 10--Types of Distribution of Light

D. Assignment sheets

   1. Assignment Sheet #1--Determine Utensils in Kitchen Areas
   2. Assignment Sheet #2--Draw a Houseplan with Furniture

E. Answers to assignment sheets

F. Test

G. Answers to test

II. References:

A. Craig, Hazel Thompson. *Homes With Character.* Lexington, Massachusetts: D.C. Heath and Company, 1970.

B. Morton, Ruth. *The Home: Its Furnishings and Equipment.* New York: Webster Division, McGraw-Hill Book Company, 1970.

C. Alexander, Mary Jean. *Designing Interior Environment.* New York: Harcourt Brace Jovanovich, Inc., 1972.

ROOM ARRANGEMENT
UNIT II

INFORMATION SHEET

I. Terms and definitions

   A. Line--Establishes direction and is symbolic of mood and important in conveying illusions of height or breadth

   B. Form--The shape that objects take

   C. Texture--Smooth or rough, shiny or dull, soft or hard

   D. Structural line--Actual lines that result from the construction or building of something

   E. Decorative line--Applied or superimposed lines that result from the placement of trim and ornamentation

   F. Design principles--Time tested laws that help us to achieve pleasing effects in home furnishings, landscaping, or selecting clothes

   G. Elements of design--Components an artist or a decorator uses to create something interesting or attractive

   H. Balance--Equal distribution of weight on each side of a center point

   I. Proportion--Pleasing space relationships

   J. Rhythm--The art principle which is used to carry the eye from one area to another without abrupt interruptions

   K. Emphasis--The principle which creates a center of interest

   L. Harmony--Colors, lines, and shapes are related so that a feeling of unity prevails

   M. Work triangle--Triangle connecting range, refrigerator, and sink which is used for determining maximum efficiency in kitchen planning

II. Elements of design

   A. Line

   B. Form

   C. Texture

   D. Color

INFORMATION SHEET

III. Principles of design (Transparencies 1, 2, 3, 4, and 5)

- A. Balance
    - 1. Even
    - 2. Uneven
- B. Proportion
- C. Rhythm
- D. Emphasis
- E. Harmony

IV. Line in relation to elements and principles of design (Transparency 6)

- A. Vertical
    - 1. Points toward the sky
    - 2. Seems to convey an impression of dignity, discipline, and strength
- B. Horizontal
    - 1. Down to earth
    - 2. Suggests serenity, repose, and relaxation
- C. Diagonal
    - 1. Seems to disturb the dignity of vertical lines and the tranquility of horizontal lines
    - 2. Breaks the monotony of vertical and horizontal lines
- D. Curved
    - 1. Graceful
    - 2. Suggests youth, gaiety, and subtle motion

V. Guidelines for the arrangement of furniture

- A. Study the room to be decorated from all angles

  (NOTE: Try to visualize its strong points and its weak points.)
- B. Buy furniture that will be in scale with the room

  (NOTE: Measuring the room and the furniture will help.)

INFORMATION SHEET

C. Place large pieces first

(NOTE: Such pieces are sofas, beds, and chests. Chairs may be placed diagonally; however, large items are seldom placed diagonally.)

D. Balance large pieces on walls facing structural features such as windows, a fireplace, or on a wall opposite other large pieces

E. Use area rugs in a large room or a dining area for a furniture grouping

F. Use room dividers to separate areas in a large room

(NOTE: Such pieces are shelves, cabinets, or planters.)

G. Arrange chairs and sofas for conversation groups so that chairs must not always be moved

H. Plan traffic lanes that are necessary for movement from room to room and area to area

I. Avoid overcrowding

VI. Kitchen appliances which form the work triangle (Transparency 7)

A. Range

B. Sink

C. Refrigerator

VII. Basic arrangements of kitchens (Transparency 8)

A. One wall

(NOTE: Sometimes called panel type)

B. Two wall

(NOTE: Sometimes called corridor type)

C. U-shaped

(NOTE: Sometimes called three wall type)

D. L-shaped

(NOTE: Sometimes called corner type)

(NOTE: These four basic arrangements or layouts may be used to accommodate the work triangle. There are further modifications and variations of these basic arrangements.)

INFORMATION SHEET

VIII. Three main areas of kitchens (Transparency 9)

   A. Sink and mixing area

      (NOTE: This is where most food preparation and dishwashing take place.)

   B. Range and cooking area

   C. Serving area

      (NOTE: This is the area from which food is placed in dishes and carried to the table.)

IX. Kinds of lighting (Transparency 10)

   A. Direct

   B. Semi-direct

   C. General diffuse

      (NOTE: Sometimes called direct-indirect)

   D. Semi-indirect

   E. Indirect

X. Basic functions of artificial lighting

   A. General illumination

      (NOTE: This provides a uniform level of illumination in an area.)

   B. Task lighting

      (NOTE: Task lighting illuminates relatively small areas.)

   C. Accent lighting

      (NOTE: Accent lighting focuses interest in a space by directing illumination onto it.)

XI. Lighting needs for various parts of the home

   A. Entrance area-Well lighted

      (NOTE. Entrance areas should always be well lighted to avoid accidents and as a security measure. Small exterior fixtures can give a feeling of welcome to guests, but they are not adequate for safety.)

INFORMATION SHEET

B. Hall

   1. General lighting that is adequate for comfortable viewing

   2. Special lighting for any mirrors

C. Stairway--Direct, glare-free light

(NOTE: This type of lighting is needed so that the steps can be readily distinguished.)

D. Living room and family room--General lighting

E. Bedroom--Different lighting requirements are needed for different members of the family

F. Kitchen--General lighting

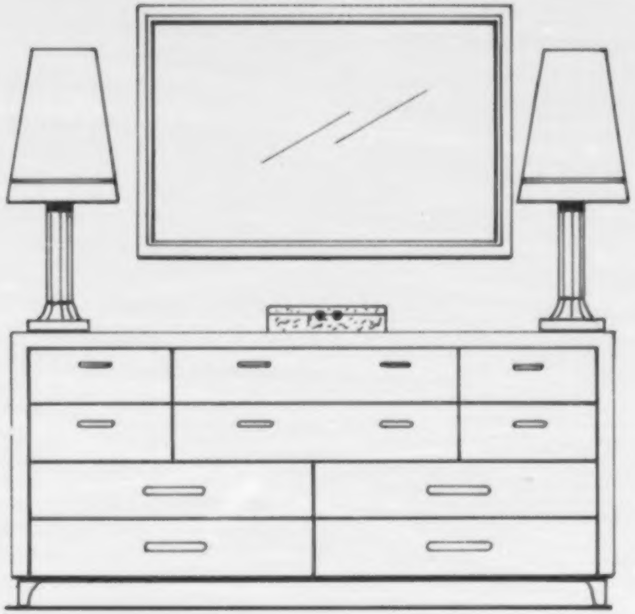
(NOTE: General lighting should provide diffuse overall illumination to reduce the contrast between task lighting and background.)

G. Bathroom

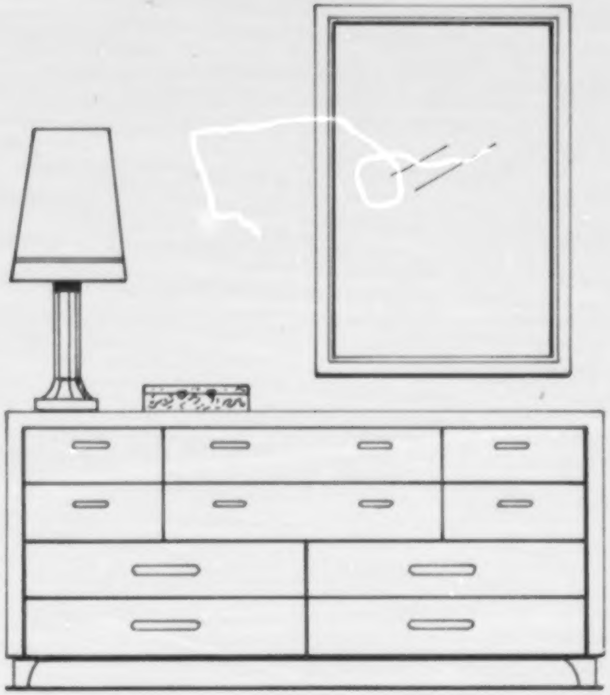
   1. General lighting

   2. Task lighting

Balance

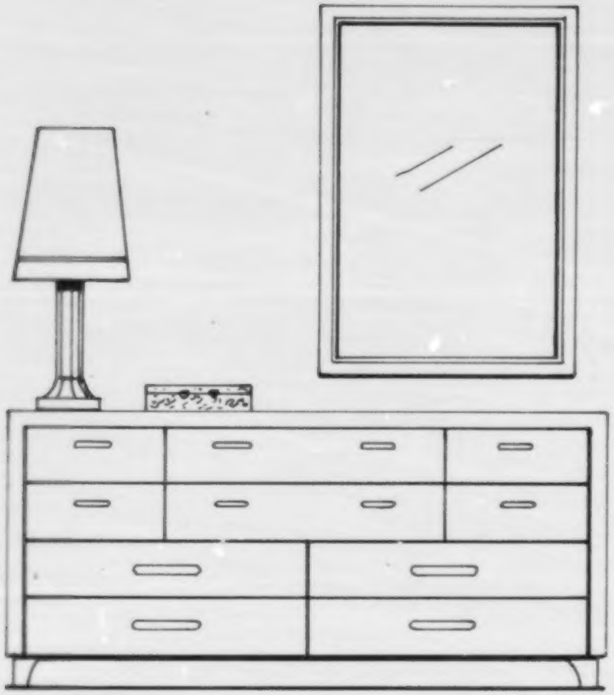


Even

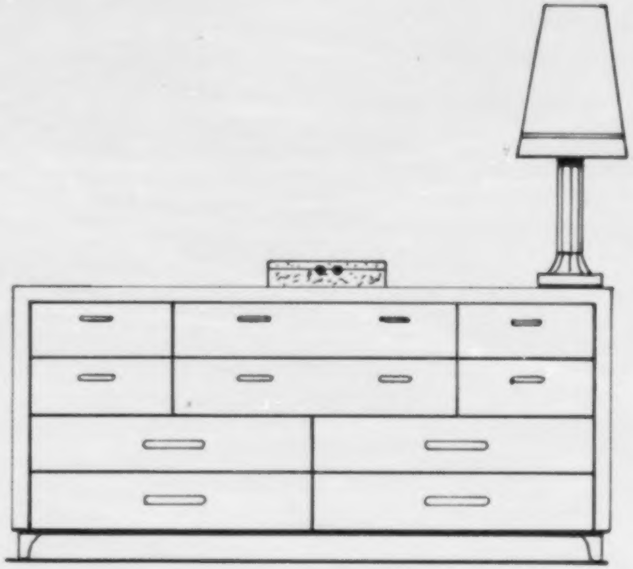


Uneven

Proportion



Desirable

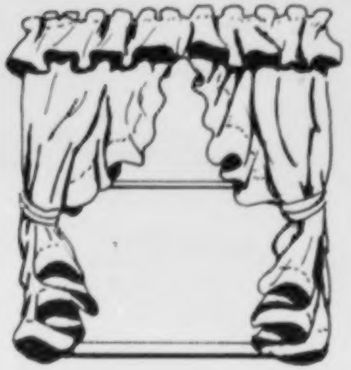


Less Desirable

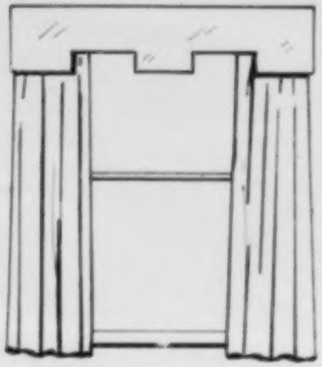
TM 2

H.E. II · 39-F

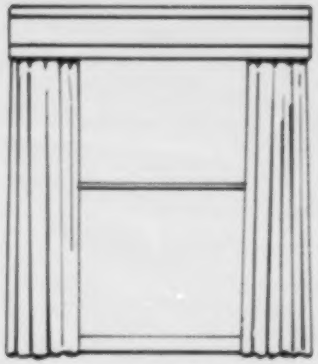
Rhythm



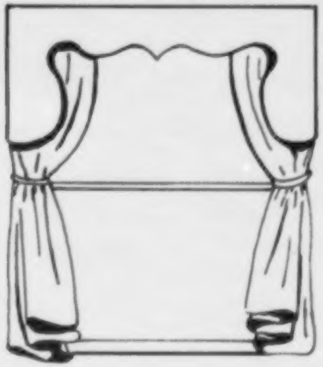
Radiation



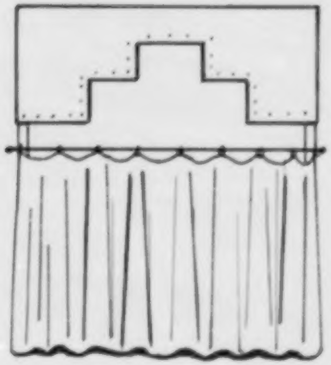
Repetition



Opposition

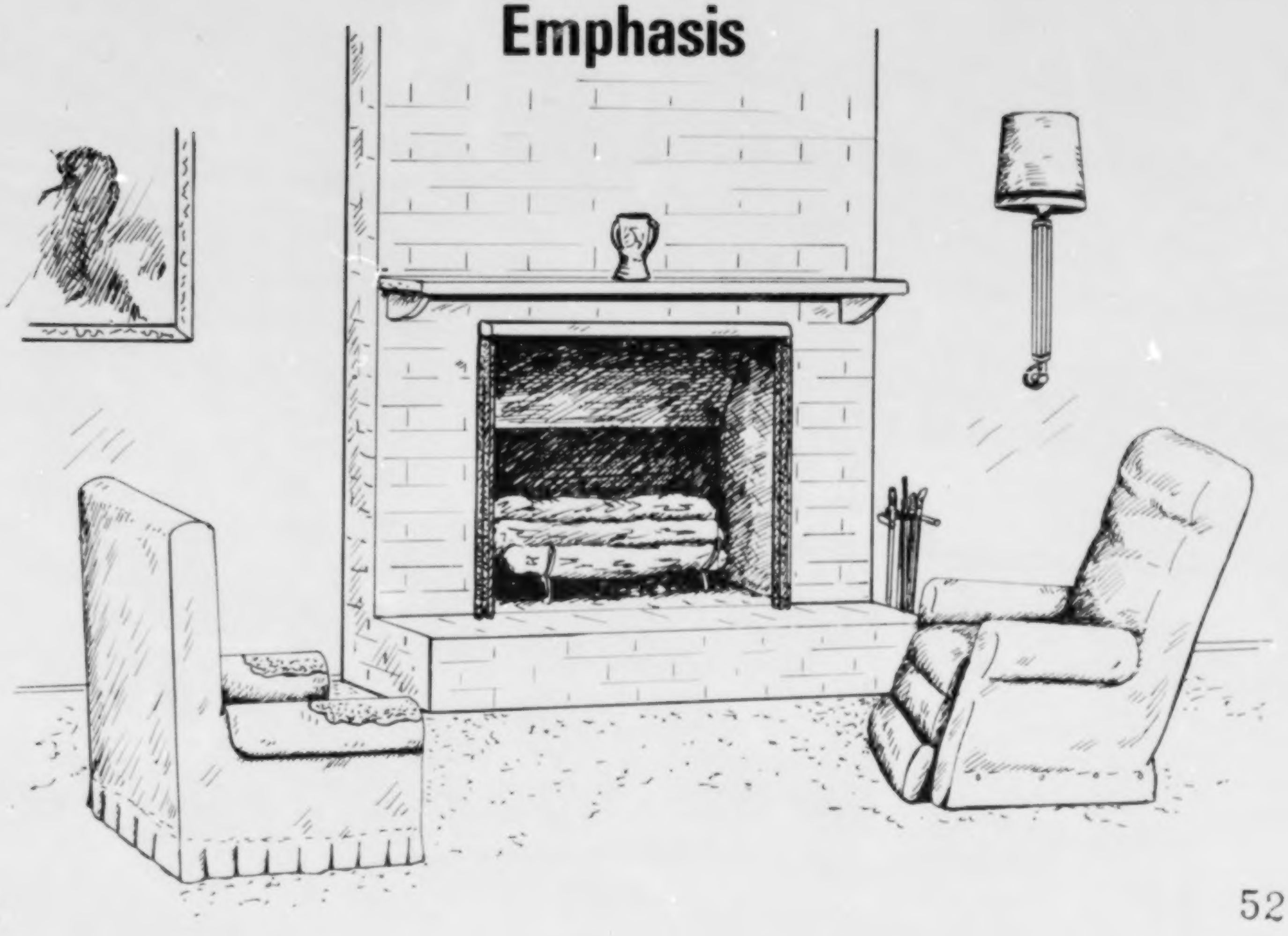


Transition

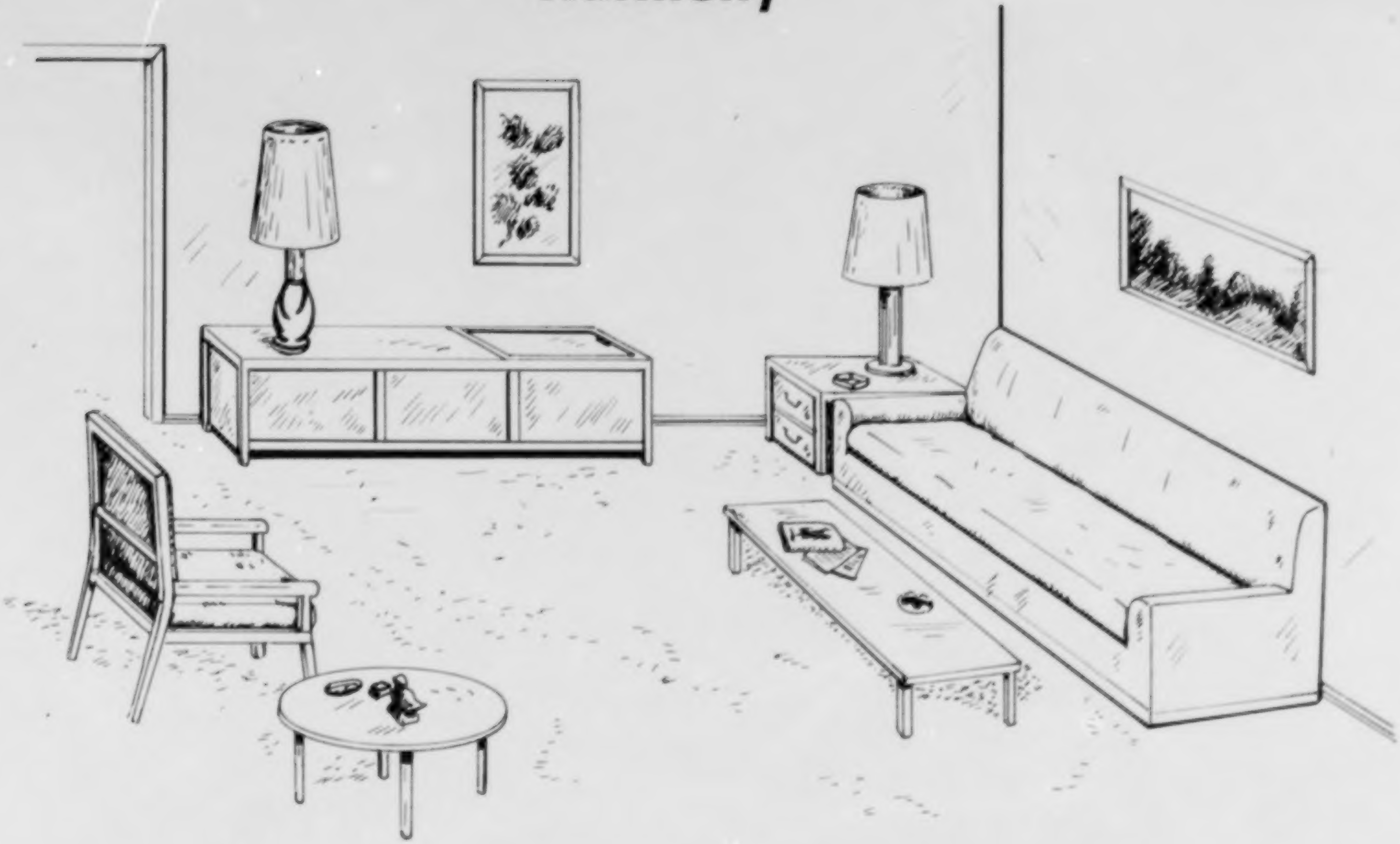


Gradation

Emphasis



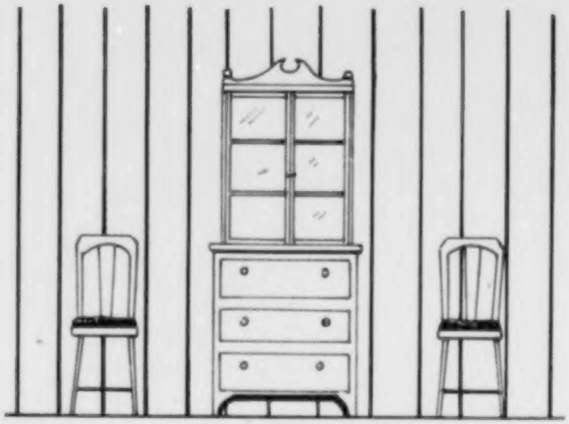
Harmony

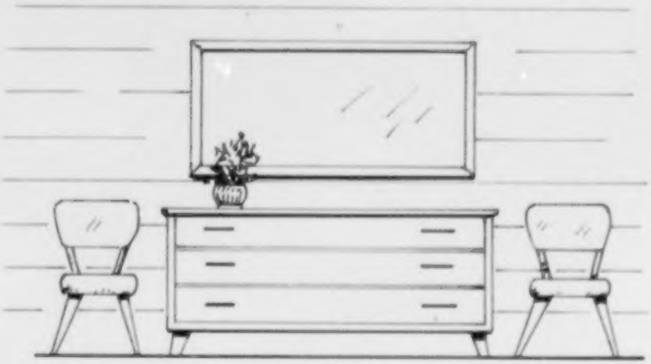


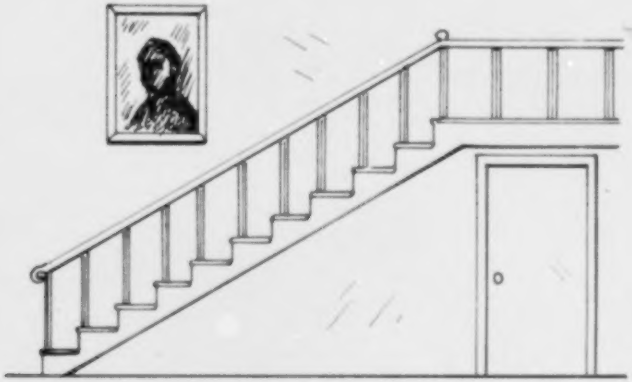
TM 5

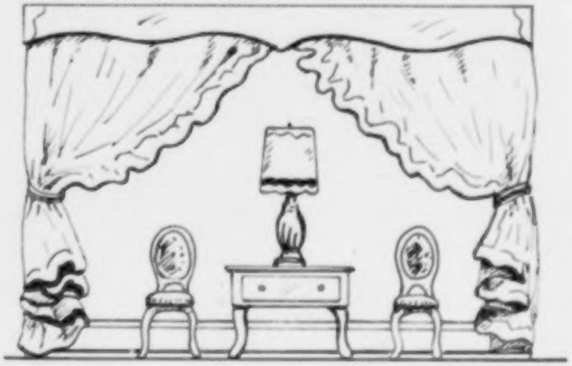
H.E. II . 45-F

Use of Vertical, Horizontal, Diagonal, and Curved Lines









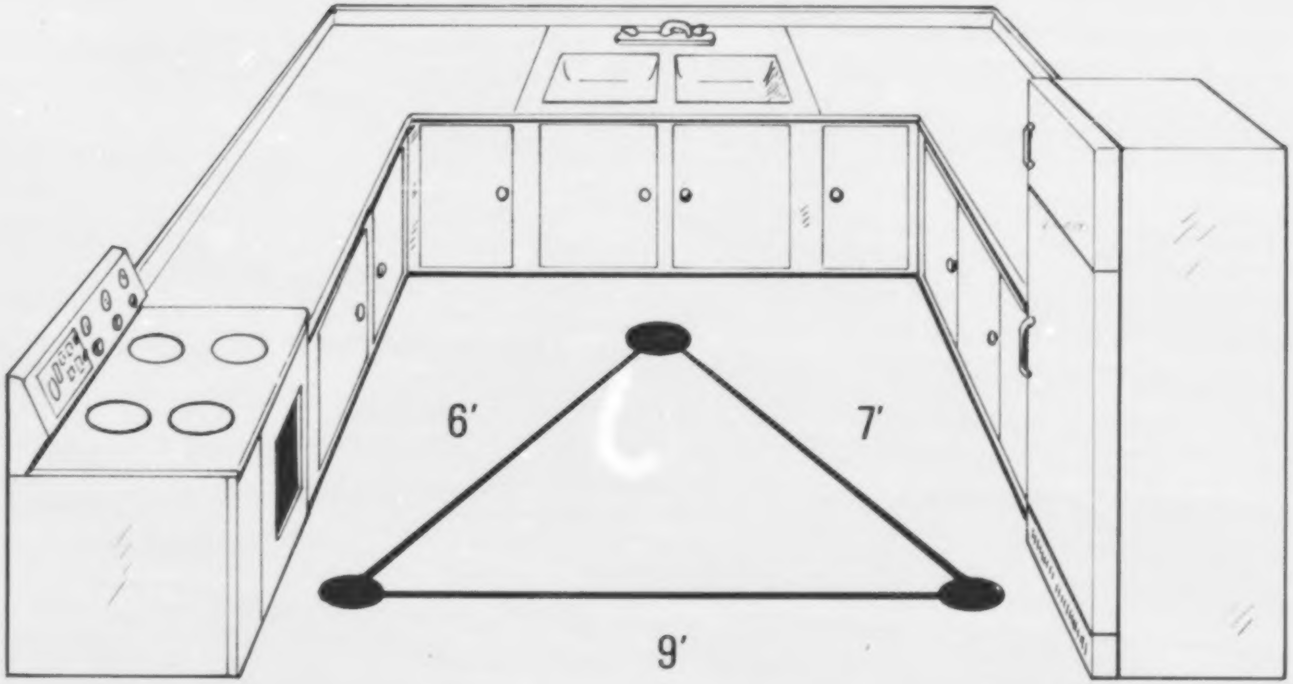
TM 6

530

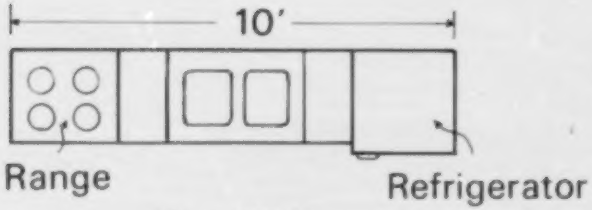
531

H.E. II - 47-F

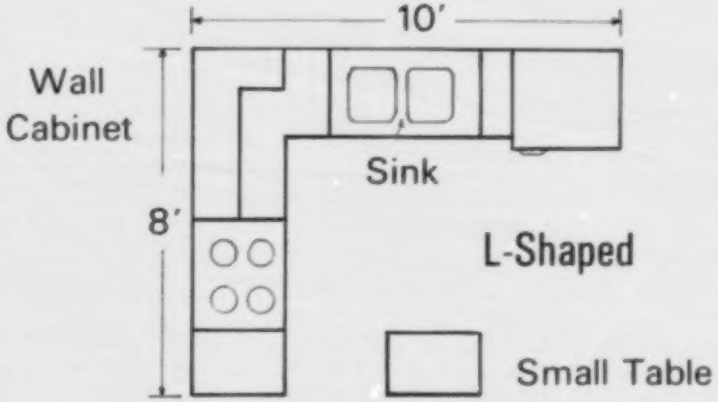
Work Triangle



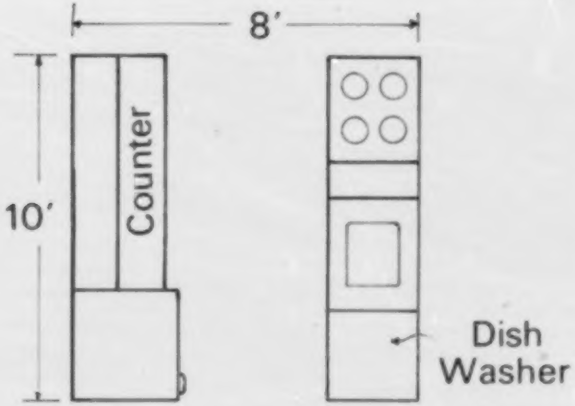
Four Basic Kitchen Layouts


10′
Range
Refrigerator

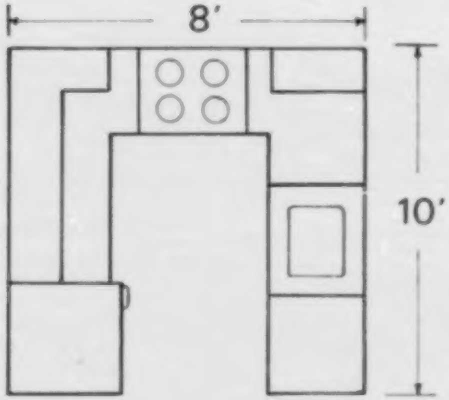
One-Wall


10′
Wall
Cabinet
Sink
8′
Small Table

L-Shaped


8′
10′
Counter
Dish
Washer

Two-Wall

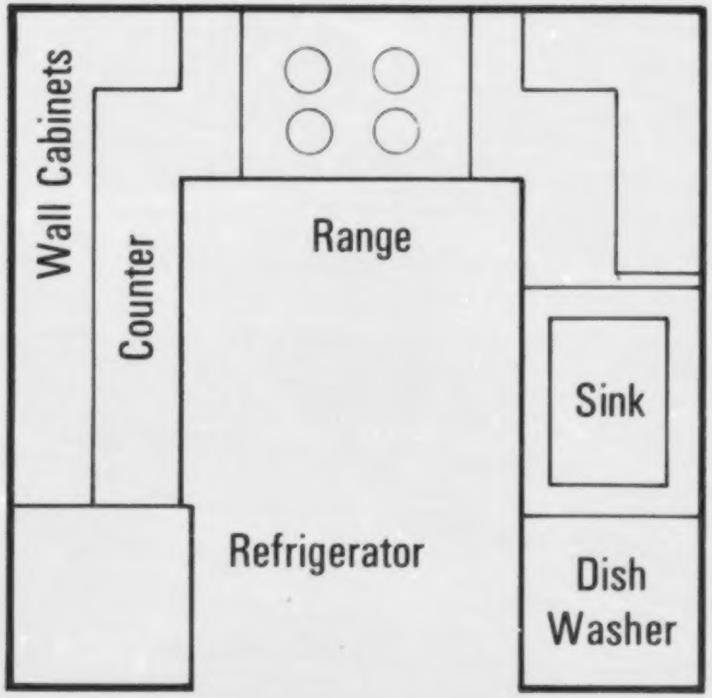


U-Shaped

Main Areas of Kitchens

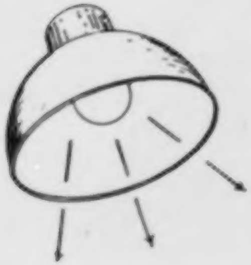
Range and Cooking

Serving

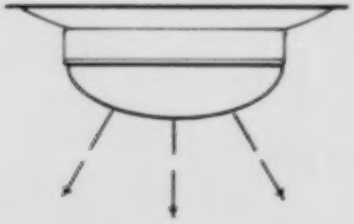

Wall Cabinets
Counter
Range
Sink
Refrigerator
Dish Washer

Sink
and
Mixing

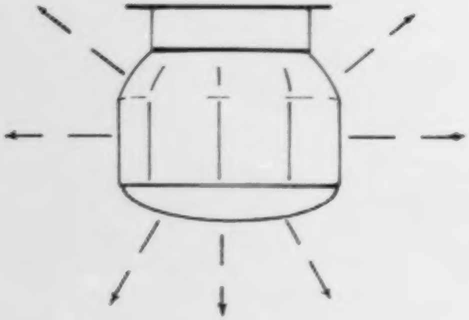
Types of Distribution of Light



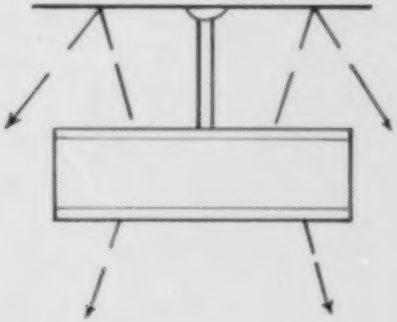
Direct



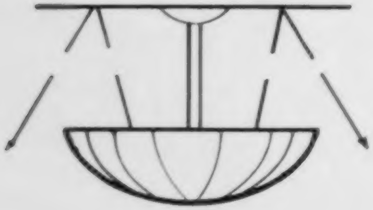
Semi-Direct



General Diffuse



Semi-Indirect



Indirect

ROOM ARRANGEMENT
UNIT II

ASSIGNMENT SHEET #1–DETERMINE UTENSILS IN KITCHEN AREAS

Using home economics texts and other available resources, determine what articles and utensils should be located in each of the three main areas of the kitchen.

Area I: Sink and mixing area

Area II: Range and cooking area

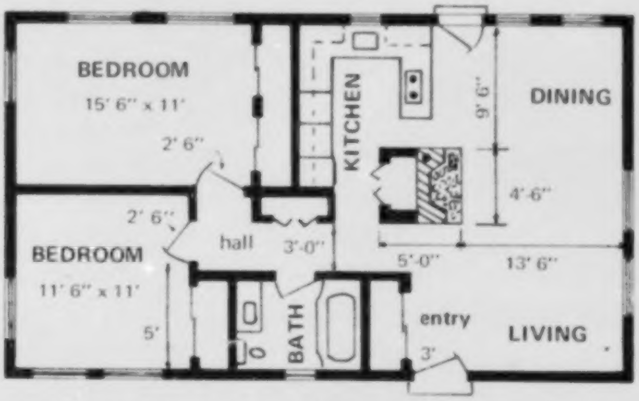
Area III: Serving area

(NOTE: Teachers may use this assignment sheet as an opportunity to study in depth cabinet planning and storage for the home.)

ROOM ARRANGEMENT
UNIT II

ASSIGNMENT SHEET #2--DRAW A HOUSEPLAN WITH FURNITURE

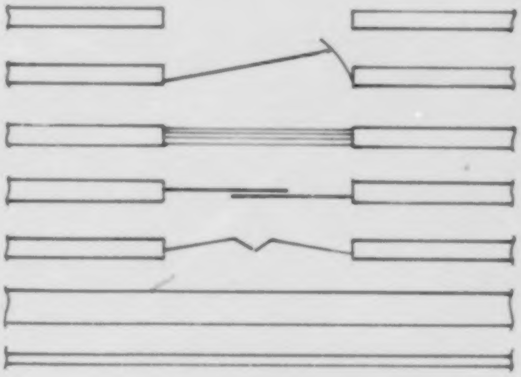
Using a scale of one-fourth inch equals one foot, draw this houseplan on the graph paper provided in the unit.


BEDROOM
15' 6" x 11'
2' 6"
KITCHEN
9' 6"
DINING
4'-6"
2' 6"
hall
3'-0"
BEDROOM
11' 6" x 11'
5'-0"
13' 6"
5'
BATH
entry
LIVING
3'

(NOTE: Another houseplan or room plan may be substituted for this activity This activity may be used as an optional activity or as a home experience.)

Use the following symbols to assist in drawing the plan:

Door opening
Door (swinging)
Window
Door (sliding)
Door (bi-fold)
Outside wall
Inside wall

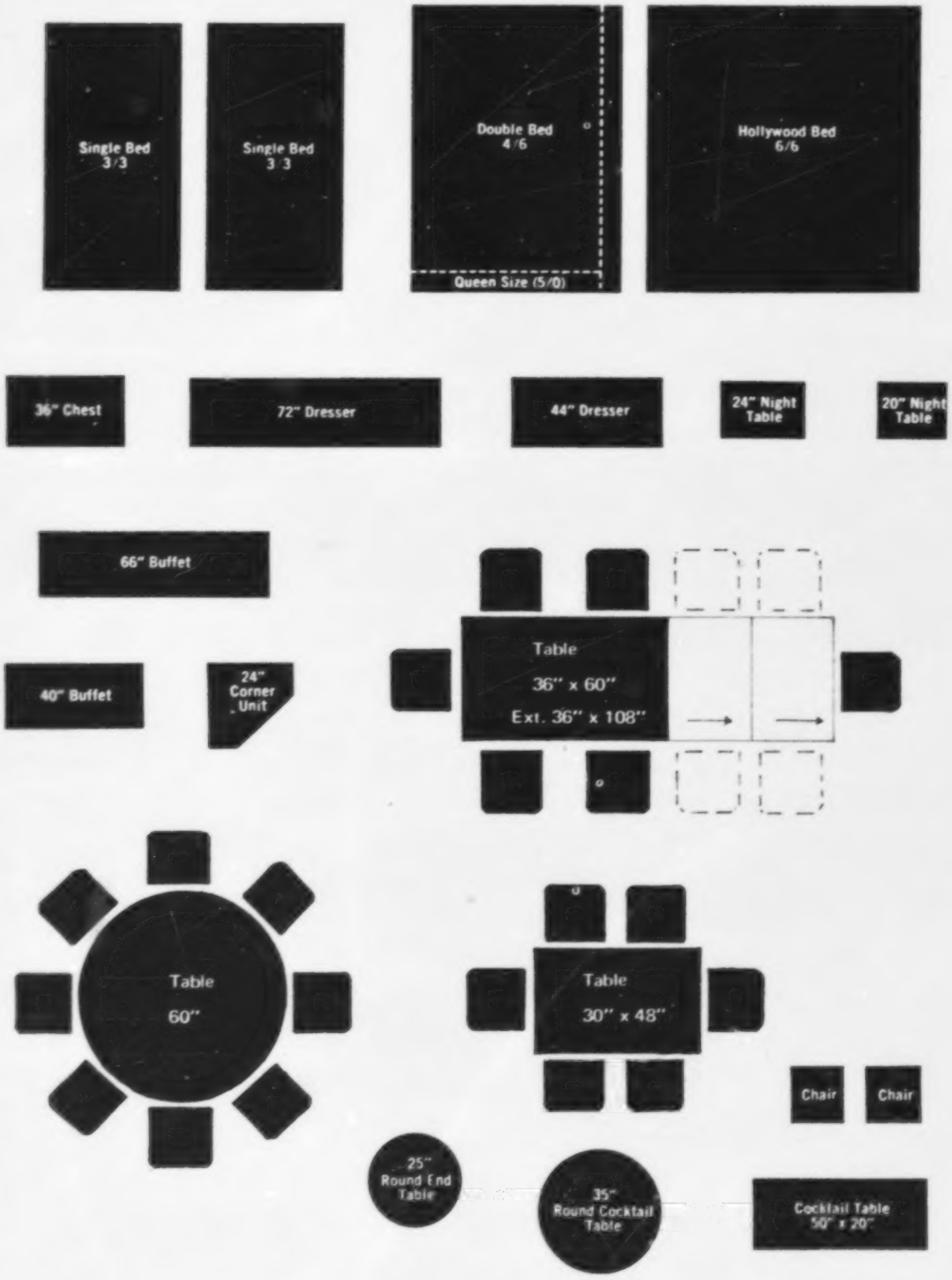


(NOTE: The walls have been rounded to the nearest one-half foot for ease in drawing.)

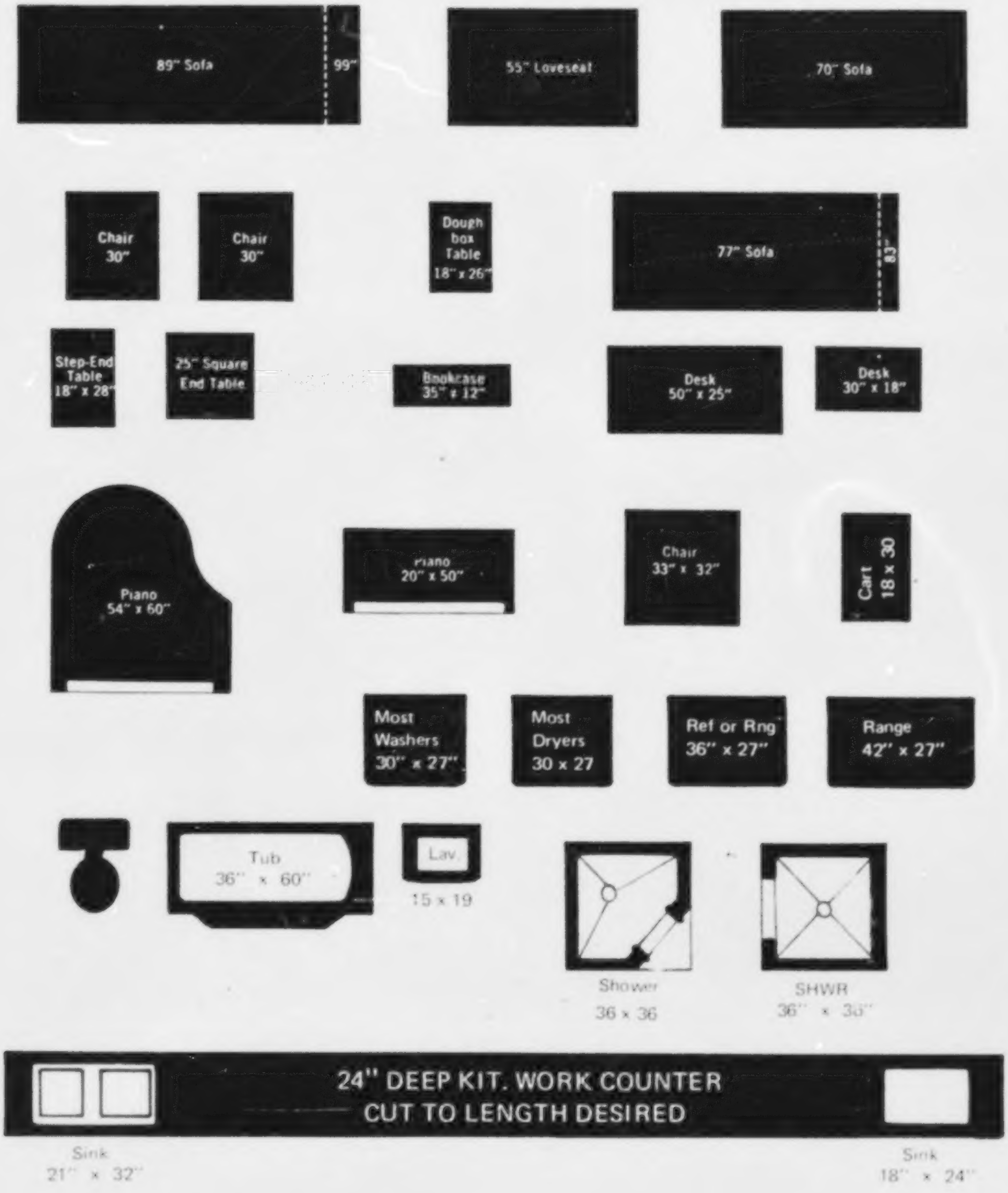
Place furniture in the house using the scaled furniture on the following page.

ASSIGNMENT SHEET # 2

Furniture & Equipment Cut-Outs For Scale 1/4" = 1' - 0"


Single Bed 3/3
Single Bed 3/3
Double Bed 4/6
Queen Size (5/0)
Hollywood Bed 6/6
36" Chest
72" Dresser
44" Dresser
24" Night Table
20" Night Table
66" Buffet
40" Buffet
24" Corner Unit
Table 36" x 60" Ext. 36" x 108"
Table 60"
Table 30" x 48"
Chair
Chair
25" Round End Table
35" Round Cocktail Table
Cocktail Table 50" x 20"

ASSIGNMENT SHEET #2


89" Sofa
99"
55" Loveseat
70" Sofa
Chair 30"
Chair 30"
Dough box Table 18" x 26"
77" Sofa
83"
Step-End Table 18" x 28"
25" Square End Table
Bookcase 35" x 12"
Desk 50" x 25"
Desk 30" x 18"
Piano 54" x 60"
Piano 20" x 50"
Chair 33" x 32"
Cart 18 x 30
Most Washers 30" x 27"
Most Dryers 30 x 27
Ref or Rng 36" x 27"
Range 42" x 27"
Tub 36" x 60"
Lav.
15 x 19
Shower 36 x 36
SHWR 36" x 36"
24" DEEP KIT. WORK COUNTER
CUT TO LENGTH DESIRED
Sink 21" x 32"
Sink 18" x 24"

ROOM ARRANGEMENT
UNIT II

ANSWERS TO ASSIGNMENT SHEET #1

Suggested items to be stored in each area are:

Area I: Sink and mixing area

Mixer and blender
Clean towels and dishcloths
Knives, forks, large spoons, kitchen shears
Garbage pail and garbage bags
Measuring cups and spoons, biscuit and cookie cutters
Strainers, colander, and lemon squeezer
Mixing bowls, molds, egg beater
Paper towels, wax paper, metal foil, plastic wrap
Fruits and vegetables not needing refrigeration
Seasonings, spices, flavorings, sugar, flour, shortening, coffee, tea, and similar items

Area II: Range and cooking area

Saucepans, double boiler, lids
Cake pans, pie pans, muffin tins, and cookie sheets
Cake turner, ladle, spatula
Frying pans, roasters, coffeepot

Area III: Serving area

Trays of various sizes
Toaster, waffle iron, and similar appliances
Serving bowls, platters, and gravy bowl
Frequently used table linens
Bread box, cookie and cake containers

ROOM ARRANGEMENT
UNIT II

TEST

1. Match the following terms to the correct definition.

______a. Equal distribution of weight on each side of a center point

______b. The principle which creates a center of interest

______c. Components an artist or a decorator uses to create something interesting or attractive

______d. The shape that objects take

______e. Establishes direction and is symbolic of mood and important in conveying illusions of height or breadth

______f. Applied or superimposed lines that result from the placement of trim and ornamentation

______g. Pleasing space relationships

______h. The art principle which is used to carry the eye from one area to another without abrupt interruptions

______i. Colors, lines, and shapes are related so that a feeling of unity prevails

______j. Smooth or rough, shiny or dull, soft or hard

______k. Time tested laws that help us to achieve pleasing effects in home furnishings, landscaping, or selecting clothes

______l. Triangle connecting range, refrigerator, and sink which is used for determining maximum efficiency in kitchen planning

______m. Actual lines that result from the construction or building of something

1. Harmony
2. Design principles
3. Form
4. Balance
5. Rhythm
6. Work triangle
7. Proportion
8. Line
9. Texture
10. Structural line
11. Elements of design
12. Decorative line
13. Emphasis

2. Name four elements of design.

   a.

   b.

   c.

   d.

3. Name five principles of design.

   a.

   b.

   c.

   d.

   e.

4. Discuss briefly line in relation to the elements and principles of design.

5. List five guidelines which can be used in arrangement of furniture.

   a.

   b.

   c.

   d.

   e.

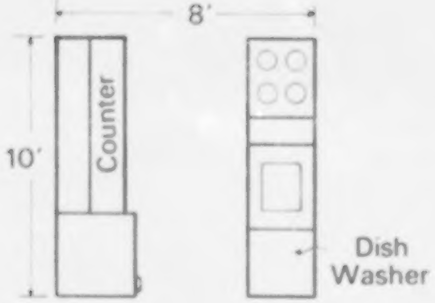
6. Name the three kitchen appliances which form the work triangle.

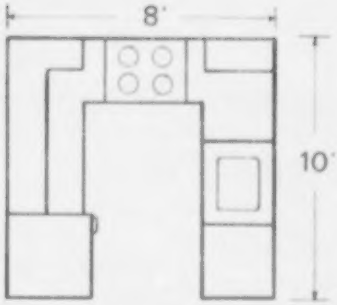
   a.

   b.

   c.

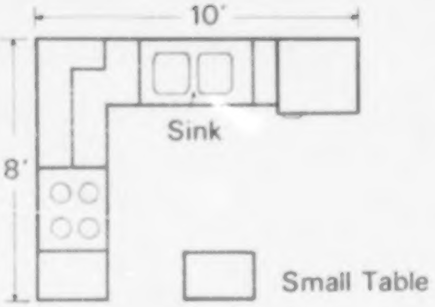
7. Identify the four basic arrangements of kitchens used to accomodate the work triangle.

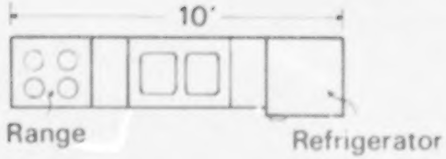

8′
10′
Counter
Dish Washer



a. ____________

b. ____________


10′
8′
Sink
Small Table


10′
Range
Refrigerator

c. ____________

d. ____________

8. Name three main areas of kitchens.

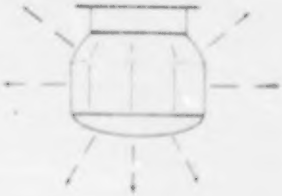
a.

b.

c.

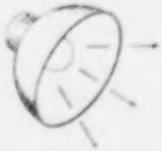
9. Identify these five kinds of lighting.

a.



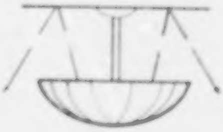
a. ____________

b.



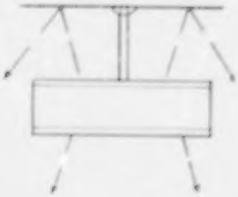
b. ____________

c.



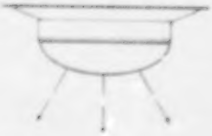
c. ____________

d.



d. ____________

e.



e. ____________

10. Name three basic functions of artificial lighting.

a.

b.

c.

11. Discuss lighting needs for various parts of the home.

12. Draw to scale a simple floor plan of a house including arrangement of furniture.

(NOTE: If this has not been accomplished prior to the test, ask your instructor when the above activity should be completed.)

ROOM ARRANGEMENT
UNIT II

ANSWERS TO TEST

1.
   a. 4
   b. 13
   c. 11
   d. 3
   e. 8
   f. 12
   g. 7
   h. 5
   i. 1
   j. 9
   k. 2
   l. 6
   m. 10
2.
   a. Line
   b. Form
   c. Texture
   d. Color
3.
   a. Balance
   b. Proportion
   c. Rhythm
   d. Emphasis
   e. Harmony

4. Discussion should include:
    a. Vertical
        1. Points toward the sky
        2. Seems to convey an impression of dignity, discipline, and strength
    b. Hortizontal
        1. Down to earth
        2. Suggests serenity, repose, and relaxation
    c. Diagonal
        1. Seems to disturb the dignity of vertical lines and the tranquility of horizontal lines
        2. Breaks the monotony of vertical and horizontal lines
    d. Curved
        1. Graceful
        2. Suggests youth, gaiety, and subtle motion
5. Any five of the following:
    a. Study the room to be decorated from all angles
    b. Buy furniture that will be in scale with the room
    c. Place large pieces first
    d. Balance large pieces on walls facing structural features such as windows, a fireplace, or on a wall opposite other large pieces
    e. Use area rugs in a large room or a dining area for a furniture grouping
    f. Use room dividers to separate areas in a large room
    g. Arrange chairs and sofas for conversation groups so that chairs must not always be moved
    h. Plan traffic lanes that are necessary for movement from room to room and area to area
    i. Avoid overcrowding

6. a. Range
   b. Sink
   c. Refrigerator
7. a. Two wall
   b. U-shaped
   c. L-shaped
   d. One wall
8. a. Sink and mixing area
   b. Range and cooking area
   c. Serving area
9. a. General diffuse
   b. Direct
   c. Indirect
   d. Semi-indirect
   e. Semi-direct
10. a. General illumination
    b. Task lighting
    c. Accent lighting
11. Discussion should include:
    a. Entrance area--Well lighted
    b. Hall
       1. General lighting that is adequate for comfortable viewing
       2. Special lighting for any mirrors
    c. Stairway--Direct, glare-free light
    d. Living room and family room--General lighting
    e. Bedroom--Different lighting requirements are needed for different members of the family

f. Kitchen--General lighting

g. Bathroom

   1. General lighting

   2. Task lighting

12. Evaluated to the satisfaction of the instructor.

INTRODUCTION TO ADOLESCENCE
UNIT I

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to discuss basic needs and different personalities, distinguish between kinds of personality habits, and describe pointers which help boys and girls. The student should be able to list components of love, adolescent goals, and steps in meeting problems. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with adolescence to the correct definition.
2. Discuss basic personality needs.
3. Describe characteristics of introvert, extrovert, and ambivert personalities.
4. List factors which influence happiness and unhappiness.
5. Distinguish between personality habits that hinder and those habits worth cultivating.
6. List steps involved in meeting problems constructively.
7. List components of love.
8. List goals of the adolescent period.
9. List qualities that help in making friends.
10. Describe pointers which help boys and girls in understanding the opposite sex.

INTRODUCTION TO ADOLESCENCE
UNIT I

SUGGESTED ACTIVITIES

I. Instructor:

   A. Provide students with objective sheet.

   B. Provide students with information and assignment sheets.

   C. Make transparencies.

   D. Discuss terminal and specific objectives.

   E. Discuss information and assignment sheets.

   F. Assist students in identifying problems for solving in Assignment Sheet #2.

   G. Give test.

II. Students:

   A. Read objectives.

   B. Study information sheet.

   C. Complete each assignment sheet and discuss in class.

   D. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

   A. Objectives

   B. Information sheet

   C. Transparency masters

      1. TM 1--Basic Universal Needs

      2. TM 2--Steps in Meeting Problems

      3. TM 3--Components of Love

D. Assignment sheets

  1. Assignment Sheet #1--Describe Personal Characteristics

  2. Assignment Sheet #2--Meet a Problem Constructively

E. Test

F. Answers to test

II. References:

A. Textbooks:

  1. Westlake, Helen Gum. *Relationships: A Study in Human Behavior.* Lexington, Massachusetts: Ginn and Company, 1972.

  2. Landis, Judson T. and Mary G. Landis. *Personal Adjustment, Marriage, and Family Living.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970.

  3. Landis, Paul H. *Your Marriage and Family Living.* St. Louis, Missouri: Webster Division, McGraw-Hill Book Company, 1969.

B. Additional References:

  1. Kirkendall, Lester A. and William C. Tumbleson. *Understanding the Other Sex.* Chicago, Illinois: Science Research Associates, Inc., 1973.

  2. Kirkendall, Lester A. and Mary E. Heltsley. *Understanding Dating Relationships.* Chicago, Illinois: Science Research Associates, Inc., 1973.

INTRODUCTION TO ADOLESCENCE
UNIT I

INFORMATION SHEET

I. Terms and definitions

  A. Adolescence--Time of social transition from childhood to adulthood

  B. Character--What we are in terms of morality

  C. Reputation--What others believe us to be

  D. Conscience--Inner monitor of character

  E. Personality--Sum of all inherited and acquired characteristics

  F. Ego--Component of personality which involves I, me, myself

  G. Social self--That part of personality which is aware of having status in the group

  H. Social growth--Growth in the area of human relationships

  I. Moral standards--Related to patterns of conduct established as acceptable in a particular society

II. Basic personality needs (Transparency 1)

  A. Love

    1. As important as food

    2. Necessary for normal development of emotional and social life

    3. Needed from birth to death

  B. Security

    1. Needed to feel safe

    2. More than a feeling of physical safety

    3. Dependent on a feeling of certainty that parents and others are loyal and will lend support when there is need

  C. Acceptance

    1. Status in a group

    2. How one rates

INFORMATION SHEET

3. Amount appreciated
4. How significant the group makes him feel
5. Achievement gains recognition

D. New experience

1. To avoid monotony
2. Satisfies need to venture, learn, experiment, explore, to sense new things

III. Characteristics of introvert, extrovert, and ambivert personalities

A. Introvert

1. Shy, sensitive, meditative type
2. Reserved in expression and covers feelings
3. Range of friends is narrow
4. Finds new situations difficult
5. Feels ill at ease among strangers and in large groups
6. Easily hurt
7. Dreams more than he talks

B. Extrovert

1. Outgoing
2. Expressive
3. Tends to be jovial, outspoken, and insistent
4. Adjusts to new situations readily
5. Expresses feelings readily

C. Ambivert

1. Average temperament
2. In some instances, leans toward extroversion; in others, leans toward introversion

INFORMATION SHEET

IV. Factors which influence happiness and unhappiness

A. Experiences with people

B. Experiences with things

C. Activities in competition with others

D. Praise or blame by others

E. Knowing one has done the right or wrong thing

F. Having to be alone and needing to be alone

(NOTE: You may not find the above the most meaningful factors for your particular situation. If not, make your own list.)

V. Personality habits

A. Habits that hinder

1. Holding grudges
2. Gossiping
3. Jealousy
4. Laughing at or making fun of others
5. Boasting and bragging
6. Arguing and contradicting
7. Sarcasm and cutting remarks

B. Habits worth cultivating

1. Dependability
   a. By being punctual
   b. By borrowing only when necessary and being careful to return what is borrowed
   c. By keeping one's word
2. Cheerfulness
3. Giving honest compliments

INFORMATION SHEET

4. Good sportsmanship
5. Consideration for the rights of others
6. Being prepared

VI. Steps involved in meeting problems constructively (Transparency 2)

A. Identify the problem

B. Recognize whether or not a real problem exists

C. Face the problem

D. Seek the cause

E. Decide upon a goal or course of action

F. Begin working in a positive way to carry out the plan for solving the problem

VII. Components of love (Transparency 3)

A. Emotion

B. Mutuality

C. Giving and receiving

D. Satisfying personality needs of both who love each other

E. Physical attraction

F. Unselfish sharing

G. Sacrifice of personal preferences or wishes

H. Cooperation instead of competition

VIII. Goals of the adolescent period

A. Achieving physical competency

B. Getting along with one's family

C. Getting along with age-mates of both sexes

D. Achieving scholastic success

E. Making sound educational plans

INFORMATION SHEET

- F. Developing a workable set of values, moral standards, and religious beliefs
- G. Developing socially responsible behavior
- H. Achieving identity
- I. Preparing for marriage and family life
- J. Being economically independent

IX. Qualities that help in making friends

- A. Having some goals and knowing where you are going
- B. Interested in life
- C. Friendly and appreciates others good qualities
- D. Willing to direct own behavior
- E. Able to plan ahead realistically and sacrifice to achieve long-term goals
- F. Eager to broaden range of friendships
- G. Able to distinguish between the important and the unimportant
- H. Understanding of own sexuality and the part it plays in dating relationship
- I. Reasonable understanding of emotions
- J. Willing to take steps to improve poor relationships
- K. Interested in people

X. Pointers which help in understanding the opposite sex

- A. Think of him or her as an individual
- B. Recognize that similarities are even more important than differences
- C. Beware of basing beliefs about the opposite sex on the actions of a single person
- D. Study your own behavior and attitudes to see what effect these may have on others
- E. Imagine being a member of the other sex
- F. Look for a variety of experiences in talking, working, and playing with members of the other sex

INFORMATION SHEET

G. Forget the old argument over which sex is superior

H. Develop a sense of humor

I. Learn to talk with others about problems that arise in relationships with them

Basic Universal Needs

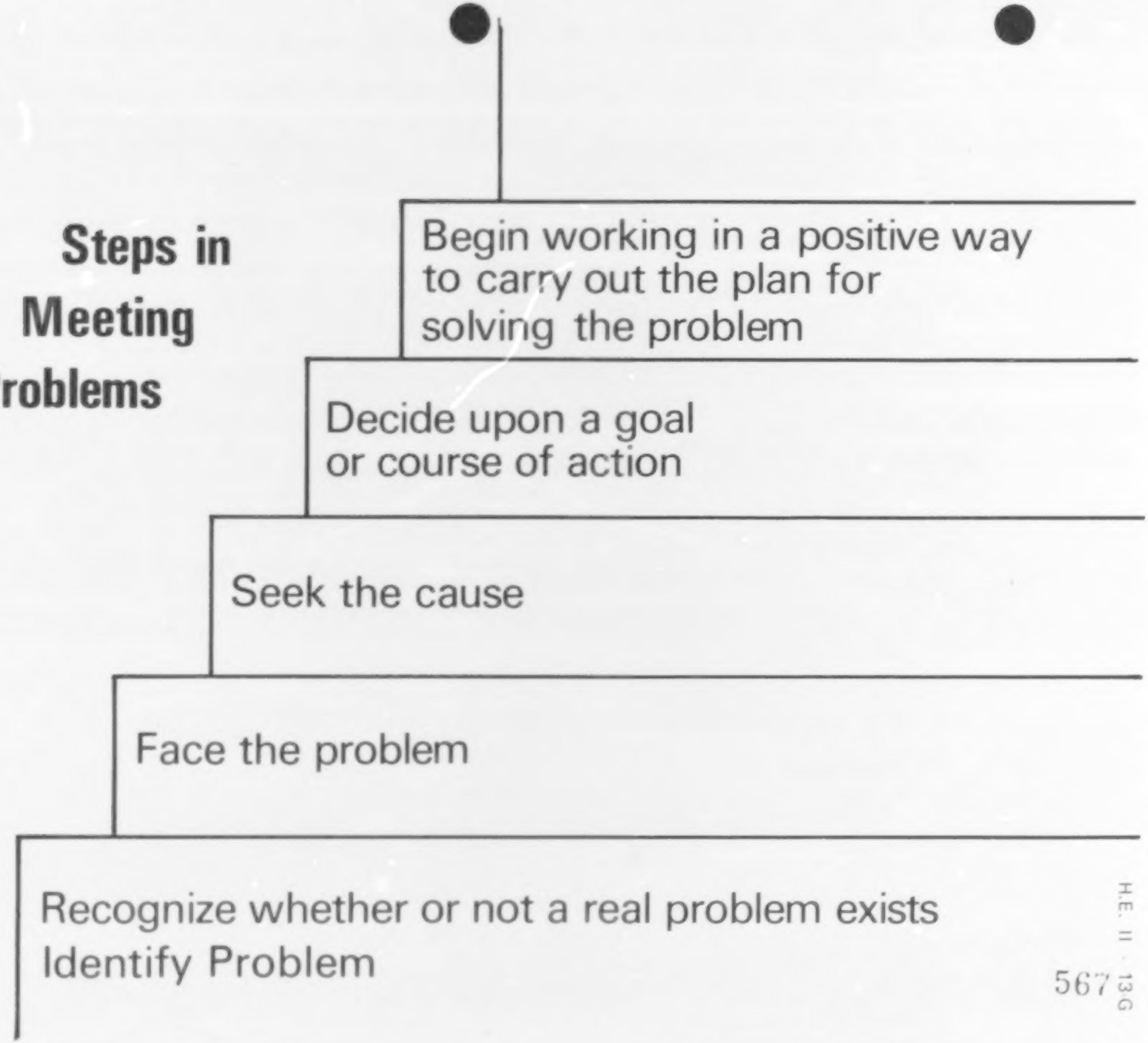
Love

Security

Acceptance

New Experience

Steps in Meeting Problems



Begin working in a positive way to carry out the plan for solving the problem

Decide upon a goal or course of action

Seek the cause

Face the problem

Recognize whether or not a real problem exists
Identify Problem

Components of Love

Emotion

Mutuality

Giving and Receiving

Satisfying Personality Needs of Both Who Love Each Other

Physical Attraction

Unselfish Sharing

Sacrifice of Personal Preferences or Wishes

Cooperation Instead of Competition

INTRODUCTION TO ADOLESCENCE
UNIT I

ASSIGNMENT SHEET #1--DESCRIBE PERSONAL CHARACTERISTICS

Study the characteristics of introvert, extrovert, and ambivert personalities in the information sheet. List your own personal characteristics below. In which category do you belong? Why?

INTRODUCTION TO ADOLESCENCE
UNIT I

ASSIGNMENT SHEET #2-MEET A PROBLEM CONSTRUCTIVELY

List below one problem in which you have been recently confronted. Examples could be the lack of a new dress for a party, lack of parent approval for a particular date, or failure to make a good grade on a test. Using the steps for meeting problems constructively given in the information sheet, attempt to solve your problem. State your plan of action below.

INTRODUCTION TO ADOLESCENCE
UNIT I

TEST

1. Match the following terms to the correct definition.

_____a. Time of social transition from childhood to adulthood

_____b. What we are in terms of morality

_____c. What others believe us to be

_____d. Inner monitor of character

_____e. Sum of all inherited and acquired characteristics

_____f. Component of personality which involves I, me, myself

_____g. That part of personality which is aware of having status in the group

_____h. Growth in the area of human relationships

_____i. Related to patterns of conduct established as acceptable in a particular society

1. Ego
2. Social self
3. Personality
4. Conscience
5. Character
6. Reputation
7. Social growth
8. Adolescence
9. Moral standards

2. Discuss four basic personality needs.

a.

b.

c.

d.

3. Describe characteristics of introvert, extrovert, and ambivert personalities.

   a. Introvert

b. Extrovert

c. Ambivert

4. List four factors which influence happiness and unhappiness.

   a.

   b.

   c.

   d.

5. Distinguish between those personality habits that hinder and those habits worth cultivating by placing an "H" in front of those that hinder, a "C" in front of those worth cultivating.

   ______a. Good sportsmanship

   ______b. Being prepared

   ______c. Jealousy

   ______d. Gossiping

   ______e. Arguing and contradicting

   ______f. Cheerfulness

______g. Sarcasm and cutting remarks

______h. Giving honest compliments

______i. Consideration for the rights of others

______j. Boasting and bragging

6. List five steps involved in meeting problems constructively.

   a.

   b.

   c.

   d.

   e.

7. List six components of love.

   a.

   b.

   c.

   d.

   e.

   f.

8. List six goals of the adolescent period.

   a.

   b.

   c.

   d.

   e.

   f.

9. List six qualities that help in making friends.

   a.

   b.

c.

d.

e.

f.

10. Describe five pointers which help boys and girls in understanding the opposite sex.

a.

b.

c.

d.

e.

INTRODUCTION TO ADOLESCENCE
UNIT I

ANSWERS TO TEST

1.
    a. 8
    b. 5
    c. 6
    d. 4
    e. 3
    f. 1
    g. 2
    h. 7
    i. 9
2. Discussion should include:
    a. Love
        1) As important as food
        2) Necessary for normal development of emotional and social life
        3) Needed from birth to death
    b. Security
        1) Needed to feel safe
        2) More than a feeling of physical safety
        3) Dependent on a feeling of certainty that parents and others are loyal and will lend support when there is need
    c. Acceptance
        1) Status in a group
        2) How one rates
        3) Amount appreciated
        4) How significant the group makes him feel
        5) Achievement gains recognition

d. New experience

1) To avoid monotony

2) Satisfies need to venture, learn, experiment, explore, to sense new things

3. a. 1) Shy, sensitive, meditative type

2) Reserved in expression and covers feelings

3) Range of friends is narrow

4) Finds new situations difficult

5) Feels ill at ease among strangers and in large groups

6) Easily hurt

7) Dreams more than he talks

b. 1) Outgoing

2) Expressive

3) Tends to be jovial, outspoken and insistent

4) Adjusts to new situations readily

5) Expresses feelings readily

c. 1) Average temperament

2) In some instances, leans toward extroversion; in others, leans toward introversion

4. Any four of the following:

a. Experiences with people

b. Experiences with things

c. Activities in competition with others

d. Praise or blame by others

e. Knowing one has done the right or wrong thing

f. Having to be alone and needing to be alone

5. a. C

b. C

c. H

d. H

e. H

f. C

g. H

h. C

i. C

j. H

6. a. Identify the problem
   b. Recognize whether or not a real problem exists
   c. Face the problem
   d. Seek the cause
   e. Decide upon a goal or course of action
   f. Begin working in a positive way to carry out the plan for solving the problem

7. Any six of the following:
   a. Emotion
   b. Mutuality
   c. Giving and receiving
   d. Satisfying personality needs of both who love each other
   e. Physical attraction
   f. Unselfish sharing
   g. Sacrifice of personal preferences or wishes
   h. Cooperation instead of competition

8. Any six of the following:
   a. Achieving physical competency
   b. Getting along with one's family

c. Getting along with age-mates of both sexes

d. Achieving scholastic success

e. Making sound educational plans

f. Developing a workable set of values, moral standards, and religious beliefs

g. Developing socially responsible behavior

h. Achieving identity

i. Preparing for marriage and family life

j. Being economically independent

9. Any six of the following:

a. Having some goals and knowing where you are going

b. Interested in life

c. Friendly and appreciates others good qualities

d. Willing to direct own behavior

e. Able to plan ahead realistically and sacrifice to achieve long-term goals

f. Eager to broaden range of friendships

g. Able to distinguish between the important and the unimportant

h. Understanding of own sexuality and the part it plays in dating relationship

i. Reasonable understanding of emotions

j. Willing to take steps to improve poor relationships

k. Interested in people

10. Any five of the following:

a. Think of him or her as an individual

b. Recognize that similarities are even more important than differences

c. Beware of basing beliefs about the opposite sex on the actions of a single person

d. Study your own behavior and attitudes to see what effect these may have on others

e. Imagine being a member of the other sex

f. Look for a variety of experiences in talking, working, and playing with members of the other sex

g. Forget the old argument over which sex is superior

h. Develop a sense of humor

i. Learn to talk with others about problems that arise in relationships with them

DATING AND MATE SELECTION
UNIT II

TERMINAL OBJECTIVE

After completion of this unit, the student should be able to list functions of dating, reasons for and against going steady, and steps in making oneself datable. The student should be able to distinguish characteristics of a desirable date and mate, discuss drinking and drugs, and list negative aspects of premarital sex and the cause of venereal disease. This knowledge will be evidenced by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with dating and mate selection to the correct definition.
2. List functions of dating in our culture.
3. Select from a list factors which influence personal standards in dating behavior.
4. Arrange in order the steps in dating.
5. Distinguish between desirable and undesirable characteristics of a dating partner.
6. Select from a list important dating issues between parents and children.
7. List reasons for and against going steady.
8. List steps which help in making oneself more datable.
9. Select from a list rules that help in dating for boys and/or girls.
10. Select from a list problems of dating relationships.
11. Select from a list reasons teenagers drink and/or use drugs.
12. List danger signs of excessive drinking.
13. List danger signs of excessive use of drugs.
14. List negative aspects of premarital sex.
15. State the cause of venereal disease.

16. Discuss two types of venereal disease and their symptoms.

17. State the basis for mate selection.

18. Select from a list desirable characteristics of a mate.

DATING AND MATE SELECTION
UNIT II

SUGGESTED ACTIVITIES

I. Instructor:

  A. Provide students with objective sheet.

  B. Provide students with information and assignment sheets.

  C. Make transparencies.

  D. Discuss terminal and specific objectives.

  E. Discuss information sheet.

  F. Explain and suggest topics for the assignment sheets.

  G. Discuss assignment sheets after students complete them.

  H. Give test.

II. Students:

  A. Read objectives.

  B. Study information sheet.

  C. Do research for each assignment sheet.

  D. Participate in discussion of assignment sheets.

  E. Take test.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

  A. Objectives

  B. Information sheet

  C. Transparency masters

    1. TM 1--Factors Which Influence Personal Standards in Dating Behavior

    2. TM 2--Steps in Dating

    3. TM 3--Steps Which Help in Making Oneself More Datable

D. Assignment sheets

  1. Assignment Sheet #1--In-Depth Study of Drugs

  2. Assignment Sheet #2--Research Venereal Disease

E. Test

F. Answers to test

II. References:

A. *Human Development and the Family.* Stillwater, Oklahoma: State Department of Vocational and Technical Education, 1969.

B. Westlake, Helen Gum. *Relationships: A Study in Human Behavior.* Lexington, Massachusetts: Ginn and Company, 1972.

C. Riker, Audrey Palm and Holly E. Brisbane. *Married Life.* Peoria, Illinois: Charles A. Bennett Company, Inc., 1970.

D. Landis, Judson T. and Mary G. Landis. *Personal Adjustment, Marriage and Family Living.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970.

E. Landis, Paul H. *Your Marriage and Family Living.* St. Louis, Missouri: Webster Division, McGraw-Hill Book Company, 1969.

F. *What Everyone Should Know About V. D.* Greenfield, Massachusetts: Channing L. Bete, Company, Inc., 1971.

DATING AND MATE SELECTION
UNIT II

INFORMATION SHEET

I. Terms and definitions:

  A. Going steady--Practice of regularly dating one person exclusively for a period of time

  B. Infatuation--First stage of romantic love

  C. Physical attraction--Force that impels men and women, boys and girls toward an interest in each other

II. Functions of dating in our culture

  A. Reinforces growth in personal attractiveness

  B. Provides opportunity for the development of social competence

  C. Provides experience for the development of poise

  D. Facilitates understanding of members of opposite sex

  E. Encourages the development of new friendships

  F. Provides a framework for learning to live with differences

  G. Provides opportunity for learning to plan and share

  H. Encourages the development of a sense of humor

  I. Provides opportunity to apply and test ethical standards

  J. Provides experience applicable to mate selection

III. Factors which influence personal standards in dating behavior (Transparency 1)

  A. Parents

  B. Religion

  C. Personality

  D. Traits

  E. Friends

  F. Lifetime goals

INFORMATION SHEET

IV. Steps in dating (Transparency 2)

- A. Mixed groups
- B. Double dating
- C. Pair dating--Casual
- D. Pair dating--Going steady

  (NOTE: Going steady varies in stages. Examples are dropped, pinned, and promised.)

- E. Engagement

V. Desirable characteristics of a dating partner

- A. Physically and mentally fit
- B. Dependable or can be trusted
- C. Takes pride in personal appearance and manners
- D. Clean in speech and action
- E. Pleasant disposition and sense of humor
- F. Considerate of self and others
- G. Acts according to age, not childish

VI. Dating issues between parents and children

- A. Permission for the first date
- B. Time limit (curfew)
- C. Number of nights out per week
- D. Control over the selection of a date
- E. Restriction of young people to double dating
- F. Restriction on kinds of activities planned on dates
- G. Discussion of activities on dates

(NOTE: There may be a double standard between boys and girls.)

INFORMATION SHEET

VII. Reasons for and against going steady

- A. For
  1. Security of having a date
  2. One feels more comfortable
  3. Gets to know the opposite sex
  4. Builds affection
  5. Social acceptance among peer group
- B. Against
  1. One can cheat himself
  2. Affection gets out of hand
  3. May be the only way to always have a date
  4. Cuts down the number of dating partners
  5. Deprives of the wider experience of casual and closer friendships sometimes considered important for wise mate selection
  6. Habit forming
  7. Breaking up may be painful

VIII. Steps which help in making oneself more datable (Transparency 3)

- A. Be yourself
- B. Accept yourself for what you are
- C. Be friendly
- D. Accept others as they are
- E. Have an interest in things outside yourself
- F. Cultivate cheerfulness and optimism as a habit of life

IX. Rules that help in dating

- A. Boys
  1. Be definite when asking for a date
  2. Be courteous to her parents

INFORMATION SHEET

        3. Call for her courteously at the door
        4. Know her curfew and take date home at an acceptable hour
        5. Be prompt

    B. Girls

        1. Be gracious in accepting or refusing a date
        2. Give the boy a definite answer when asked for a date
        3. Show appreciation for his invitation
        4. Once the date is accepted, keep it
        5. Be prompt
        6. Introduce date to parents

X. Problems of dating relationship

    A. Quarreling

    B. Lack of communication

    C. Dislike for the other person's family

    D. Less responsible or dependable in other parts of life than before dating this person

XI. Reasons teenagers drink and/or use drugs

    A. To feel like an adult

    B. To be one of the crowd

    C. As a poor substitute for real fun

    D. To get false feeling of confidence

    E. To escape reality

XII. Danger signs of excessive drinking

    A. An increase in drinking; more frequent drinking or drinking larger amounts than before

    B. Drinking because of a "need" for a drink or as an escape or relief from emotional problems

INFORMATION SHEET

C. Drinking alone or in the morning

D. Drinking on the sly because friends or relatives are worried about one's drinking

E. A "blackout" from drinking

XIII. Danger signs of excessive use of drugs

A. An increase in use of drugs

B. Use of drugs because of need

C. Use of drugs while alone or to get started in morning

D. Use of drugs on the sly

E. Medical problems caused by drugs

XIV. Negative aspects of premarital sex

A. Damaging to reputation

B. Differences in the meaning of a sexual relationship

C. Venereal disease

D. Guilt feelings

E. Premarital pregnancy

F. Forced marriage

XV. Cause of venereal disease- Almost exclusively caused by sexual intercourse

XVI. Types of venereal disease and their symptoms

A. Syphilis

1. Cancer-like sores appear at the point of infection

2. Later signs are body rash, sore throat, headache, sores, low fever, falling hair

B. Gonorrhea

1. May have puslike discharge

2. Burning feeling during urination

(NOTE: Person may have any or none of the above symptoms. Immediate treatment from a physician is necessary.)

INFORMATION SHEET

XVII. Basis for mate selection--One's appraisal of his own personality and that of a member of the opposite sex

XVIII. Desirable characteristics of a mate

A. Dependable, can be trusted

B. Considerate of self and others

C. Takes pride in personal appearance and manners

D. Shows affection

E. Acts own age, is not childish

F. Desires normal family life

G. Has pleasant disposition and sense of humor

H. Is clean in speech and action

I. Knows how to manage resources

Examples: Time, money, and energy

J. Approved of by parents

(NOTE: All of the characteristics of a good dating partner are included in this list.)

Factors Which Influence Personal Standards in Dating Behavior

Parents

Personality

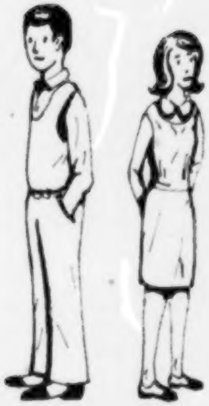
Friends

Religion

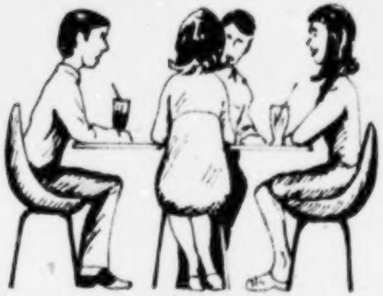
Lifetime Goals

Traits

Steps in Dating

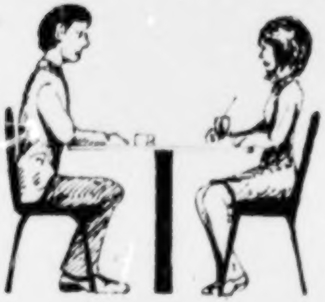


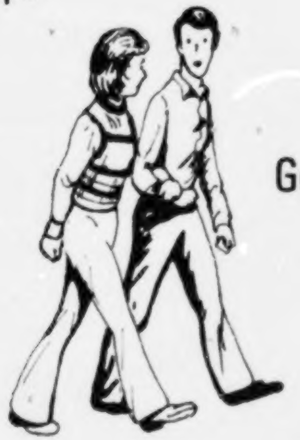
Mixed Groups



Double Dating

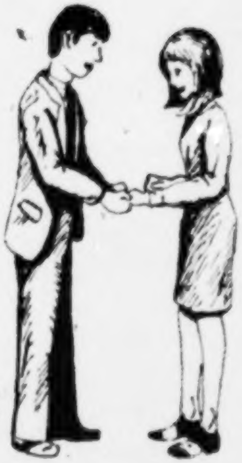
Casual Pair Dating



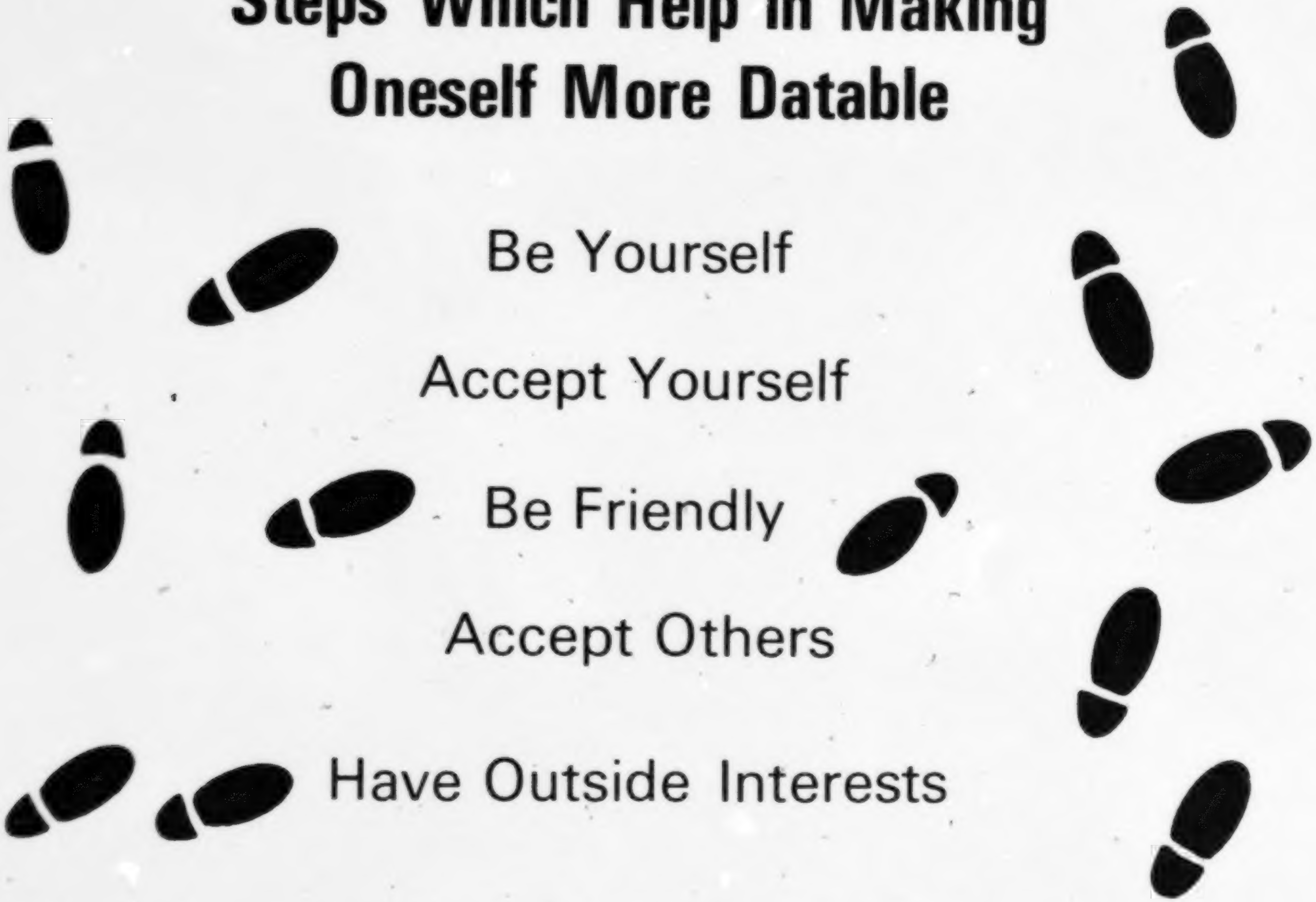


Going Steady

Engagement



Steps Which Help in Making Oneself More Datable



Be Yourself

Accept Yourself

Be Friendly

Accept Others

Have Outside Interests

Cultivate Cheerfulness and Optimism

DATING AND MATE SELECTION
UNIT II

ASSIGNMENT SHEET #1--IN-DEPTH STUDY OF DRUGS

Collect and assemble information about a specific drug in which you are interested or one that has been assigned by your teacher. Bring this information to class for group discussion.

DATING AND MATE SELECTION
UNIT II

ASSIGNMENT SHEET #2--RESEARCH VENEREAL DISEASE

According to various sources, venereal diseases could be eliminated as America's number one communicable disease. Research to determine how this could be done.

DATING AND MATE SELECTION
UNIT II

TEST

1. Match the following terms to the correct definition.

    _____a. Force that impels men and women, boys and girls toward an interest in each other

    _____b. Practice of regularly dating one person exclusively for a period of time

    _____c. First stage of romantic love

    1. Infatuation
    2. Physical attraction
    3. Going steady

2. List six functions of dating in our culture.

    a.

    b.

    c.

    d.

    e.

    f.

3. Select and place an "X" to the left of those factors which influence personal standards in dating behavior.

    _____a. Friends

    _____b. Money

    _____c. Personality

    _____d. Religion

    _____e. Age of car

    _____f. Parents

    _____g. Clothes

4. Arrange in order from one to five the following steps in dating.

   _____a. Pair dating--Casual

   _____b. Double dating

   _____c. Pair dating--Going steady

   _____d. Engagement

   _____e. Mixed groups

5. Distinguish between desirable and undesirable characteristics of a dating partner by placing an "X" to the left of those which are desirable.

   _____a. Considerate of self and others

   _____b. Acts according to age, not childish

   _____c. Clean in speech and action

   _____d. Takes unnecessary risks

   _____e. Boasts of achievements

   _____f. Pleasant disposition and sense of humor

   _____g. Physically and mentally fit

   _____h. Talks excessively

6. Select and place an "X" to the left of important dating issues between parents and children.

   _____a. Time limit (curfew)

   _____b. Color of eyes

   _____c. Control over the selection of a date

   _____d. Conversation

   _____e. Restriction on kinds of activities planned on dates

   _____f. Permission for the first date

7. List three reasons for and three reasons against going steady.

   a. For

      1)

      2)

      3)

b. Against

1)

2)

3)

8. List five steps which help in making oneself more datable.

a.

b.

c.

d.

e.

9. Select and place an "X" to the left of rules that help in dating for girls.

______a. Give boys a definite answer when asked for a date

______b. Show appreciation for his invitation

______c. Once date is accepted, keep it

______d. Avoid direct answers to his questions

______e. Be gracious in accepting or refusing a date

10. Select and place an "X" to the left of problems of dating relationships.

______a. Quarreling

______b. Lack of funds

______c. Lack of communication

______d. Dislike for the other person's family

______e. Occasional differences of opinion

11. Select and place an "X" to the left of reasons teenagers drink and/or use drugs.

______a. To be one of the crowd

______b. For added nutrition

______c. To escape reality

______d. To feel like an adult

______e. For parent approval

______f. To get false feeling of confidence

12. List three danger signs of excessive drinking.

    a.

    b.

    c.

13. List three danger signs of excessive use of drugs.

    a.

    b.

    c.

14. List six negative aspects of premarital sex.

    a.

    b.

    c.

    d.

    e.

    f.

15. State the cause of veneral disease.

16. Discuss two types of veneral disease and their symptoms.

17. State the basis for mate selection.

18. Select and place an "X" to the left of desirable characteristics of a mate.

______a. Considerate of self and others

______b. Takes pride in personal appearance and manners

______c. Shows affection

______d. Acts own age, is not childish

______e. Desires normal family life

______f. Has pleasant disposition and sense of humor

DATING AND MATE SELECTION
UNIT II

ANSWERS TO TEST

1. a. 2
   b. 3
   c. 1
2. Any six of the following:
   a. Reinforces growth in personal attractiveness
   b. Provides opportunity for the development of social competence
   c. Provides experience for the development of poise
   d. Facilitates understanding of members of opposite sex
   e. Encourages the development of new friendships
   f. Provides a framework for learning to live with differences
   g. Provides opportunity for learning to plan and share
   h. Encourages the development of a sense of humor
   i. Provides opportunity to apply and test ethical standards
   j. Provides experience applicable to mate selection
3. a
   c
   d
   f
4. a. 3
   b. 2
   c. 4
   d. 5
   e. 1

5. a

   b

   c

   f

   g

6. a

   c

   e

   f

7. Any three of each of the following:

   a. 1) Security of having a date

      2) One feels more comfortable

      3) Gets to know the opposite sex

      4) Builds affection

      5) Social acceptance among peer group

   b. 1) One can cheat himself

      2) Affection gets out of hand

      3) May be the only way to always have a date

      4) Cuts down the number of dating partners

      5) Deprives of the wider experience of casual and closer friendships sometimes considered important for wise mate selection

      6) Habit forming

      7) Breaking up may be painful

8. Any five of the following:

   a. Be yourself

   b. Accept yourself for what you are

   c. Be friendly

d. Accept others as they are

e. Have an interest in things outside yourself

f. Cultivate cheerfulness and optimism as a habit of life

9. a

b

c

e

10. a

c

d

11. a

c

d

f

12. Any three of the following:

a. An increase in drinking; more frequent drinking or drinking larger amounts than before

b. Drinking because of a "need" for a drink or as an escape or relief from emotional problems

c. Drinking alone or in the morning

d. Drinking on the sly because friends or relatives are worried about one's drinking

e. A "blackout" from drinking

13. Any three of the following:

a. An increase in use of drugs

b. Use of drugs because of need

c. Use of drugs while alone or to get started in morning

d. Use of drugs on the sly

e. Medical problems caused by drugs

14. a. Damaging to reputation
    b. Differences in the meaning of a sexual relationship
    c. Venereal disease
    d. Guilt feelings
    e. Premarital pregnancy
    f. Forced marriage
15. Almost exclusively caused by sexual intercourse
16. Discussion should include:
    a. Syphilis
        1) Cancer-like sores appear at the point of infection
        2) Later signs are body rash, sore throat, headache, sores, low fever, falling hair
    b. Gonorrhea
        1) May have puslike discharge
        2) Burning feeling during urination
17. One's appraisal of his own personality and that of a member of the opposite sex
18. a
    b
    c
    d
    e
    f